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ABSTRACT

This Chabot College (California) Student Satisfaction Survey sampled 1,149 students in 59 course sections. Conducted in fall 1997, the five-page survey focused on the following factors: educational goals and reasons for attending Chabot, satisfaction with the college and its facilities and services, campus safety, campus climate, course registration and scheduling, level of involvement in Chabot activities, studying and majors, and degree of conflict between studies and other pressures. The first section of the report describes the background and survey methodology used, and summarizes survey results. The second section highlights student responses, including income and family status, and discusses major changes between fall 1995 and fall 1997 survey results. The third section furnishes student enrollment status and demographic information, and the fourth section consists of detailed student responses. Data tables and charts are included throughout the report. Appended are student comments about Chabot College and the survey, as well as a copy of the survey itself. (EMH)

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ED 421 198

Chabot College
Office of Institutional Research

Student Satisfaction Survey

Fall 1997

Carolyn L. Arnold, Institututional Researcher
Rachel Ugale, College Clerk III

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Chabot College 25555 Hesperian Boulevard Hayward, California 94545

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I. Introduction

Background
Every two years, the Office of Institutional Research surveys a representative sample of Chabot students to determine their satisfaction with Chabot College and to collect information about students for purposes of college planning and evaluation. In Fall 1994, the Campus Climate Survey focused on how students felt about the atmosphere at Chabot, how they were treated, and how they felt students in all racial-ethnic, gender, age, and other groups were regarded. In Fall 1995 the Accreditation Survey asked detailed questions about all aspects of academic and student services at Chabot. In Fall 1997, the Student Satisfaction Survey included questions from the previous surveys about campus climate and student satisfaction with different aspects of Chabot, and added questions about why students chose Chabot, campus safety, conflicts with their studies, scheduling preferences, and demographics such as income and living situation.

Methodology
The Fall 1997 Student Satisfaction survey was conducted during the week of October 13-18, 1997 in a stratified random sample of 59 course sections, which produced a sample of 1,149 students. These students represented the same gender and race-ethnicity distribution of students who attend Chabot. However, there were more full-time, new and younger students in the sample than among all students who attend Chabot, because students who were enrolled in more courses, such as full-time students, had a higher chance of being in the sample. Therefore, the overall results are most reflective of students who are on campus more frequently. Most percentages in these overall results have a margin of error of plus or minus 2 to 4 percentage points. In order to control for the bias towards full-time students, the detailed results are reported separately for full-time, part-time, and evening/Saturday students. These results have higher margins of error that range from 3 to 6 percentage points for full-time students to 9 to 12 percentage points for evening/Saturday students.

Students responded to questions about their experiences at Chabot in a five-page survey that was organized under the following themes—educational goals and reasons for attending Chabot, satisfaction with Chabot experiences, facilities, and services, opinions on campus safety, campus climate, course registration, and scheduling, level of involvement in Chabot activities, studying, and majors, and degree of conflict between their studies and other pressures. In addition, since it was an anonymous survey, they also answered questions about their student status, family background, and demographic information.

Organization of report
On the next page is a brief summary of the overall findings about student satisfaction. Section II provides one-page highlights of the major survey results, plus a page that shows the changes in satisfaction between Fall 1995 and Fall 1997. Section III displays the responses to the student enrollment status and demographic survey items compared to the actual Fall 1997 census and enrollment student information. In addition, these enrollment and demographic survey results are shown for full-time, part-time, and Saturday/evening students. Section IV displays the detailed responses to each survey item for all students and for full-time, part-time, and Saturday/evening students, as well as a comparison of the responses to all similar survey items used in Fall 1995 and Fall 1997. Section V contains the written comments from the survey and a copy of the survey.

Summary
This page summarizes students' reasons for attending Chabot and their satisfaction with Chabot. Substantial differences between full-time, part-time, and/or evening/Saturday students are noted. Other parts of the survey are summarized in the next section of survey highlights.

Reasons for attending Chabot
More than 80 percent of all students chose to attend Chabot either because the class schedule fit their schedule, Chabot was close to home, Chabot had a lower cost than other colleges, they heard that the instructors were good, and/or Chabot had a specific major, course, or program they wanted. Almost all (95%) of evening/Saturday students chose Chabot because the classes fit their schedule.

Satisfaction with overall experiences, facilities, services, and campus climate
Most students (79%) were satisfied with their overall experience at Chabot College. A majority students (75 percent or more) were also satisfied with their instructors, the campus climate, the classrooms, the learning resource center/library, the bookstore, and the general maintenance/cleanliness of the buildings and grounds. In addition, the following major student services and programs were found to be helpful by a majority (75 percent or more) of students who used the service—Admissions and Records, the Assessment Center, the Counseling Department, the Bookstore, Food Services, and Campus Safety and Security. Part-time (1-6 units) students and evening/Saturday students tended to be more satisfied than full-time and other part-time students. Since Fall 1995, student satisfaction has increased by more than 10 percentage points in the areas of registration, experience with instructors, the efforts of instructors to help students achieve, campus climate, course availability, classrooms, the bookstore, overall maintenance/cleanliness of the buildings and grounds, the Transfer/Career Center, Tutorial Center, PACE program, and Food Services.

Instructors were the source of the highest levels of satisfaction, which perhaps explained why they were a major reason for attending Chabot—eighty percent or more of all types of students were satisfied with their overall experiences with instructors. Campus climate was also positive—79 percent of all students felt welcome at Chabot and felt treated with respect by faculty and staff, and 75 percent would encourage others to attend Chabot. Part-time (1-6 units) students and evening/Saturday students were even more enthusiastic about these aspects of Chabot.

Areas for improvement (reflecting lower levels of satisfaction and/or higher levels of dissatisfaction) included overall experiences with counselors, admissions and records staff, and other college staff; preparation for transfer and employment; the physical facilities of classrooms, science and technology laboratories, and computer laboratories; the art/music/theatre drama facilities, physical education facilities; the cafeteria; and the availability/working order of equipment in the labs. Some of the low levels of satisfaction came from students who were "not sure" of their satisfaction in these areas. Part-time students and evening/Saturday students tended to be less satisfied than full-time students with the physical education facilities, while full-time students tended to be less satisfied than other students with the computer labs and the library.

Twenty-five student services and programs were listed on the survey. Many of the students had either never heard of or never used many of the services. Only seven services—Admissions and Registration, Orientation, Assessment, Counseling, the Bookstore, Food Services, and Campus Safety and Security—were used by more than half the students. However, most of the students who used each service were satisfied with it. For most of the services, 80 percent or more of the students who used that service found it helpful or very helpful, and ninety percent or more of the students who used the following services found them helpful—Admissions and Registration, Student Services Computer Center , Disabled Students Programs and Services (DSPS), and the College Bookstore. Services with lower satisfaction levels were Veteran's Services (74%) and Student Government/ASCC (67%).

II.

Highlights of Survey Results

Chabot College Student Satisfaction Survey: Fall 1997

Highlights

Overall Satisfaction with Chabot

The Student Satisfaction Survey was conducted in October 1997 in a representative sample of fifty-nine course sections. Surveys were completed by 1,149 students.

The purpose of the survey was to monitor student satisfaction with Chabot academic, student and other services, campus climate, and campus safety; find out why students chose Chabot; determine scheduling preferences; and collect student demographic data that is not otherwise available.

Highest Levels of Overall Satisfaction

Students reported the highest levels of satisfaction with the following aspects of Chabot.

	Percentage of all students Satisfied or very satisfied
Overall experience with:	
Chabot College	79%
Instructors	81%
Physical condition of:	
Classroom (lecture) facilities	75%
Learning Resource Center/Library	70%
Bookstore	85%
Maintenance/cleanliness of buildings and grounds	78%

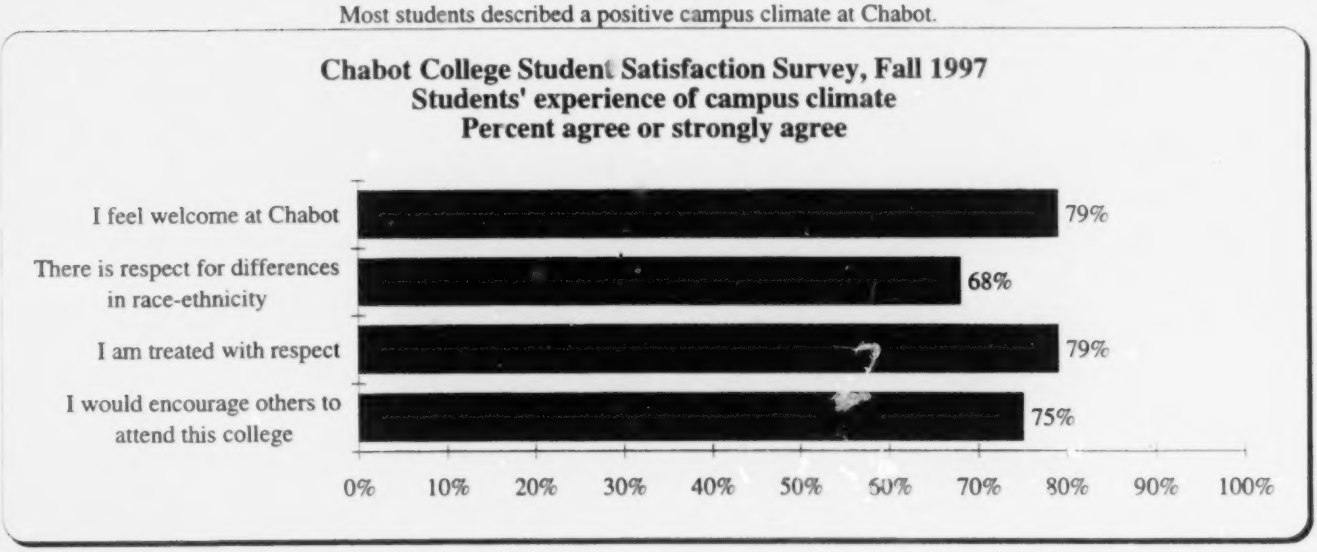
Helpfulness of Major Student Services

Over two thirds of all students used the following services, and most found them helpful or very helpful.

	Percentage of those who used service Helpful or very helpful
Admissions and Records	90%
Assessment Testing Center	80%
Counseling	79%
College Bookstore	92%
Food Services	84%
Campus Safety and Security	79%

Campus climate

Most students described a positive campus climate at Chabot.

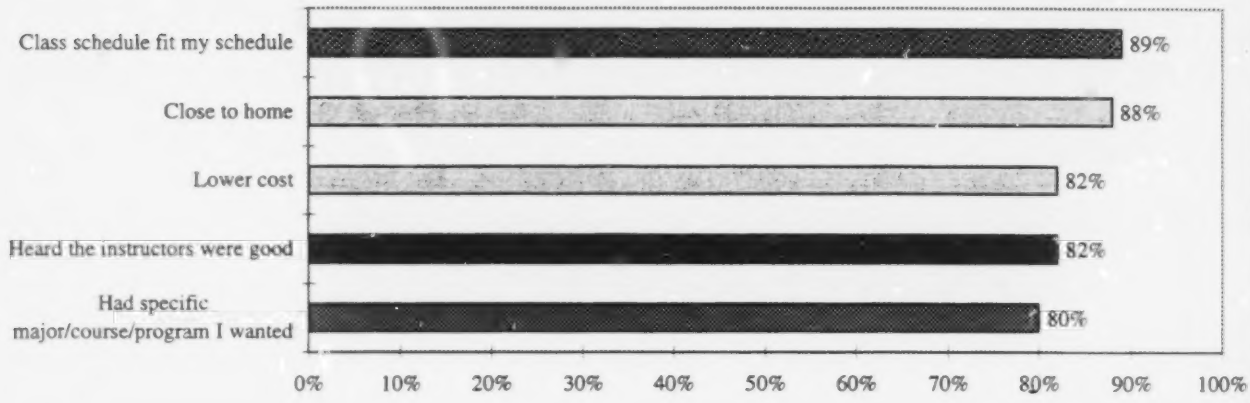


Chabot College Student Satisfaction Survey: Fall 1997

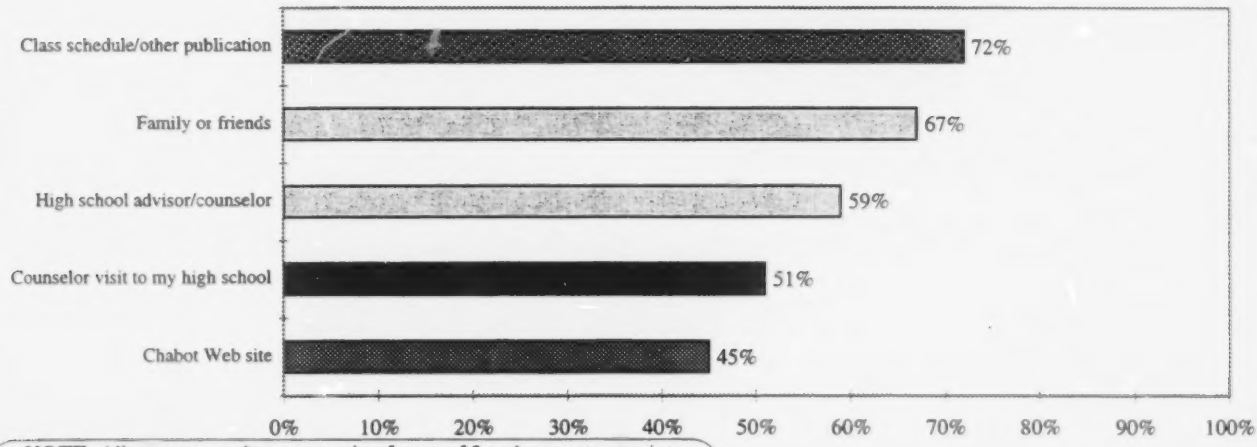
Highlights

Choosing Chabot: Reasons and Sources of Information

Top five reasons for choosing Chabot



Top five sources of information about Chabot



NOTE: All percentages have a margin of error of 2 to 4 percentage points

Reasons for choosing Chabot	Important or Very Important	Sources of information about Chabot	Important or Very Important
Class schedule fit into my schedule	89%	Class schedule or other college publication	72%
Close or convenient to home	88%	Family or friends	67%
Lower cost than other colleges or programs	82%	High school advisor or counselor	59%
Heard that the instructors were good	82%	College rep/counselor visit to my high school	51%
Had the major, course, or program I wanted	80%	Chabot Web site (www.clpccd.cc.ca.us/cc)	45%
Heard the academic atmosphere was good	73%	Attending events on campus	39%
Heard the social atmosphere was good	58%	Local newspaper	38%
Close or convenient to work	54%	Local television	36%
Had the other activities I wanted	39%	Local radio	29%
Friends or family attended Chabot	35%	Movie theater ads	23%

Chabot College Student Satisfaction Survey: Fall 1997

Highlights

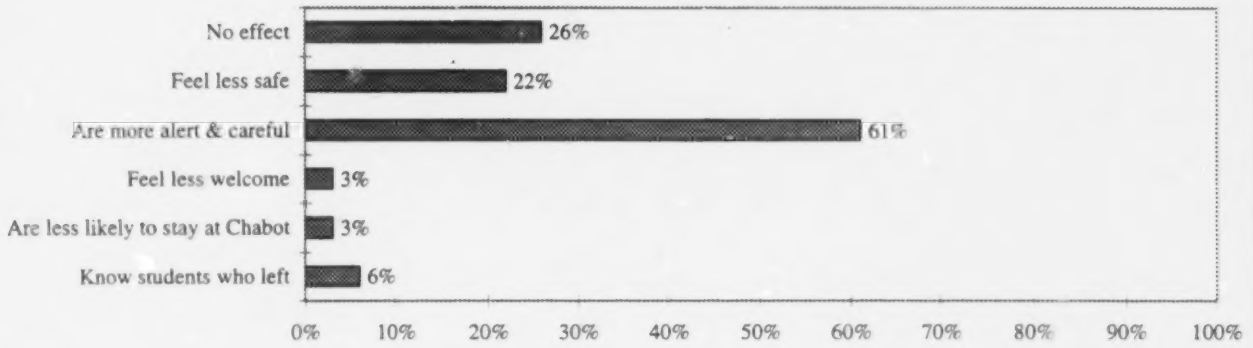
Campus Safety

The Student Satisfaction Survey was conducted in October 1997 in a representative sample of course sections. Questions on campus safety reflected safety concerns at Chabot after two assaults occurred on campus, one during the first week of classes.

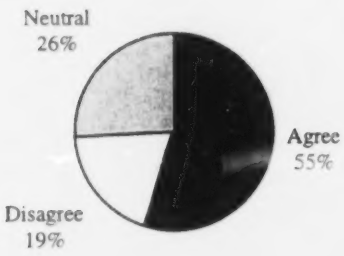
Although one quarter of the students were not affected at all, almost one quarter of the students felt less safe and two thirds became more alert and careful. Small percentages of students felt less welcome, were less likely to stay, or knew students who left due to the assaults. Despite these incidents, more students felt safe on the Chabot campus in Fall 1997 than in Fall 1995.

A majority of students felt that more campus safety officers would definitely make them feel safer, and half felt that more lights and phones would definitely help. Students were split on whether armed campus police would help or not.

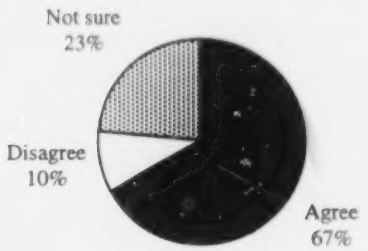
Effects on students of July/August incidents of sexual assault on campus
Percentage who experienced each effect



Fall 1995
I feel physically safe & secure at Chabot



Fall 1997
I feel safe at Chabot



NOTE: All percentages have a margin of error of 2 to 4 percentage points

Changes that would help me feel safer

Changes	Would definitely help	Might help	Would not help
More campus safety officers	58%	35%	7%
More lighting	49%	42%	9%
More phones	45%	42%	10%
Armed campus police	37%	39%	23%
More student cadet officers	36%	50%	14%
More awareness of sexism or racism	29%	48%	23%

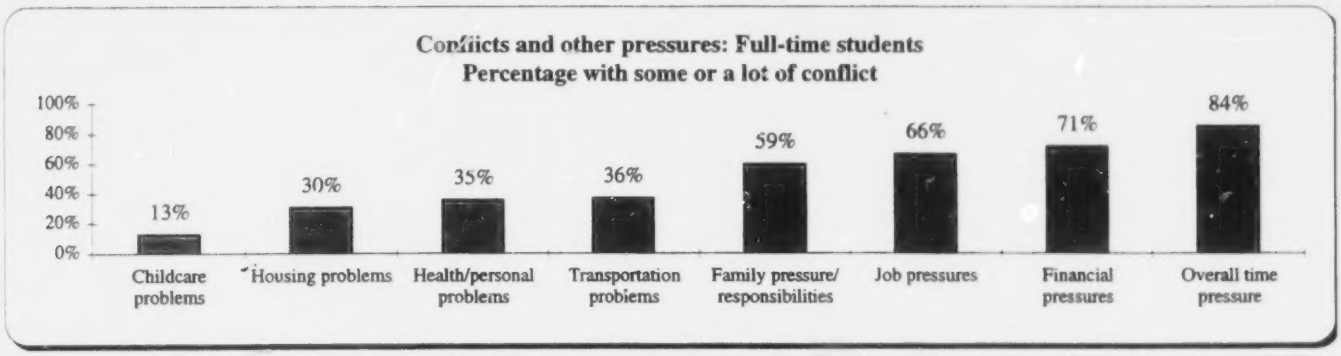
Chabot College Student Satisfaction Survey: Fall 1997

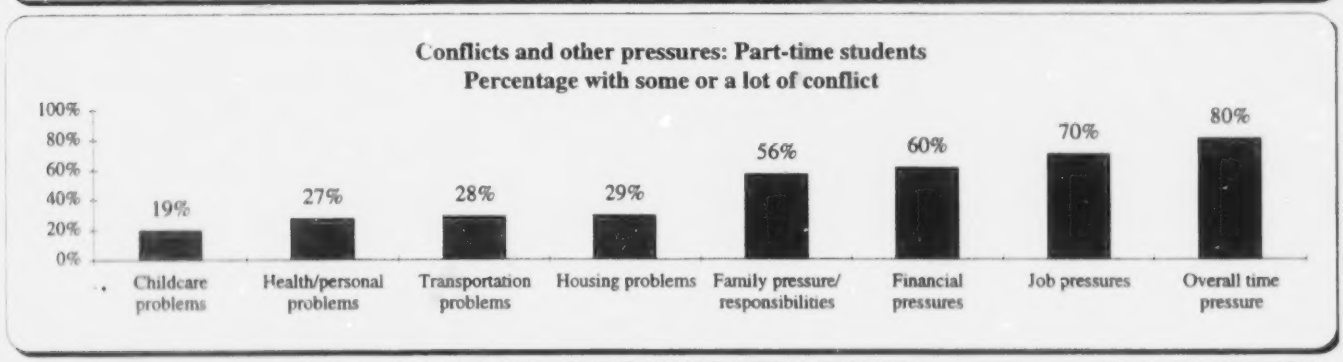
Highlights

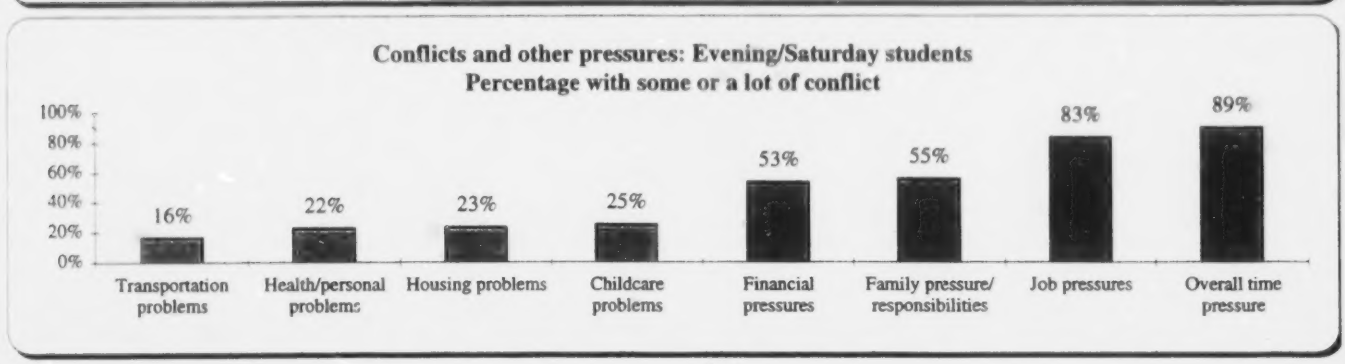
Conflicts between studies and other pressures

The Student Satisfaction Survey was conducted in October 1997 in a representative sample of course sections. One question asked about the degree of conflict that students had between their studies and a list of pressures. The following table and charts show the percentages of full-time, part-time, and evening/Saturday-only students who experienced some conflict. Overall time pressure caused the most conflict for all three groups, and job pressures were almost as high for eve/Sat students. Job, financial, and family pressures were significant conflicts for all groups. These pressures are also cited as major reasons why students leave Chabot after one term.

	Percentage with some or a lot of conflict		
How much conflict do you have between your studies and the following pressures?	**Full-time**	**Part-time**	**Eve/Sat**
Overall time pressure	84%	80%	89%
Job pressures (time/schedule conflicts)	66%	70%	83%
Financial pressures (need money for college/living)	71%	60%	53%
Housing problems	30%	29%	23%
Transportation problems	36%	28%	16%
Childcare problems	13%	19%	25%
Family pressure or responsibilities	59%	56%	55%
Health or personal problems	35%	27%	22%







Chabot College Student Satisfaction Survey: Fall 1997

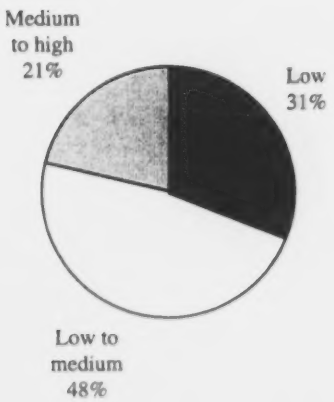
Highlights

Student Income and Family Status

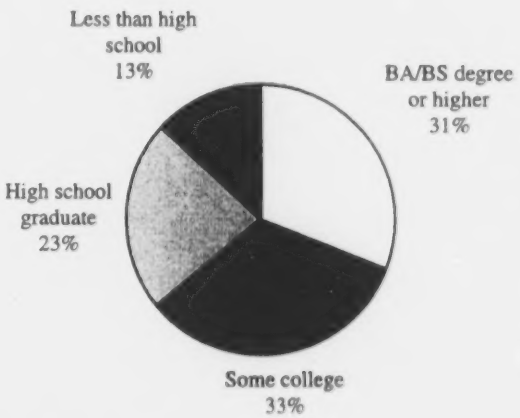
The Student Satisfaction Survey was conducted in 59 classes and is a representative sample of day, evening, and Saturday enrollments. Surveys were completed by 1,149 students (55% full-time and 45% part-time).

One purpose of the survey was to collect student demographic data that is not otherwise available. The following new information on student income, parents' education, childcare needs, and living situations will be used to promote understanding of various groups of Chabot students and to justify services and grants.

Fall 97
Level of income of students

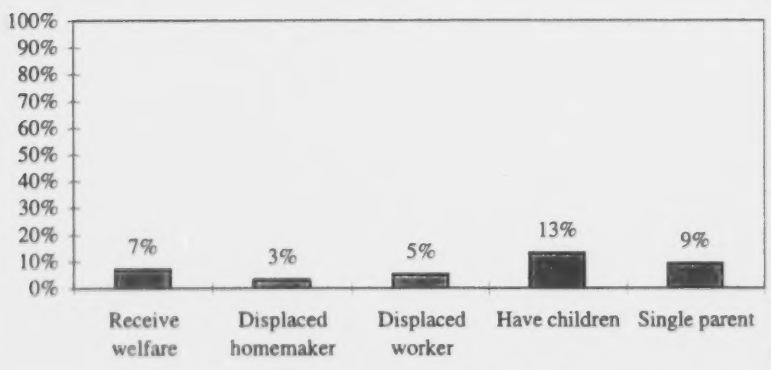


Fall 97
Highest education level of either parent

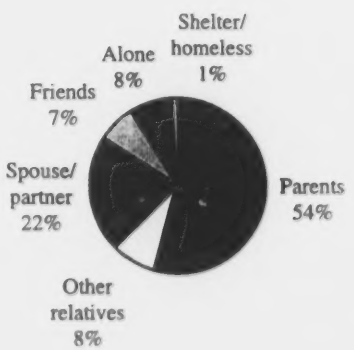


NOTE: All percentages have a margin of error of 2 to 4 percentage points.

Chabot College Fall 97
Other income and childcare information
Percentage of students in each situation



Fall 97
Living situation of students



Chabot College Student Satisfaction

Major changes between Fall 1995 and Fall 1997

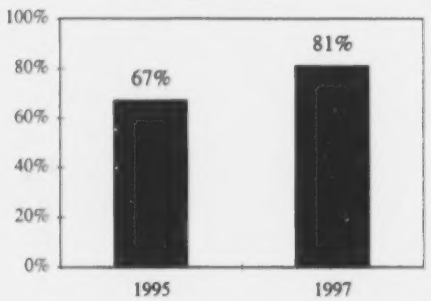
Student satisfaction surveys were conducted in a representative sample of Chabot course sections during the ninth week of both the Fall 1995 and Fall 1997 semesters. In order to monitor changes in student satisfaction over the years, fifty-six questions in the surveys were the same each year.

For most of these questions, satisfaction remained at similar levels during both years. However, for the following questions, satisfaction increased more than ten percent between Fall 1995 and Fall 1997. New telephone and Internet registration procedures and the new Bookstore led to higher satisfaction in these areas. Satisfaction also increased with instructors, campus climate, course availability, and some facilities and student services. Most of these increases reflected decreases in the "neutral" or "not sure" response.

CHANGES IN SATISFACTION WITH OVERALL EXPERIENCES

Percentage who are Satisfied or Very Satisfied		
Overall experience with instructors	Fall '95	67%
	Fall '97	81%
Percentage who Agree or Strongly Agree		
Instructors have made special efforts to help me achieve	Fall '95	46%
	Fall '97	63%
I feel welcome at Chabot	Fall '95	65%
	Fall '97	79%
It was easy to register for classes.	Fall '95	58%
	Fall '97	80%
The courses I need to complete my educational goals are usually available: during the term I need them	Fall '95	47%
during the semester I need them	Fall '97	70%
on the days and hours I need them.	Fall '95	35%
on the days I need them	Fall '95	61%
at the hours I need them	Fall '97	51%

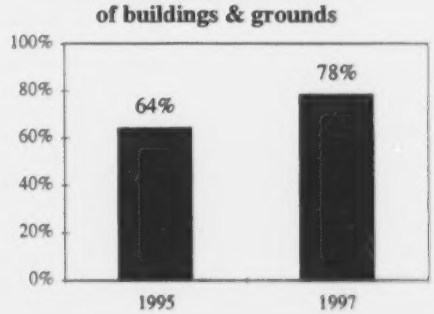
Percentage who are satisfied: Overall experience with instructors



CHANGES IN SATISFACTION WITH FACILITIES

Percentage who are Satisfied or Very Satisfied		
Classroom (lecture) facilities	Fall '95	55%
	Fall '97	75%
College Bookstore	Fall '95	59%
	Fall '97	85%
Maintenance/cleanliness of buildings	Fall '95	64%
Maintenance/cleanliness of grounds	Fall '95	64%
Maintenance/cleanliness of buildings and grounds	Fall '97	78%

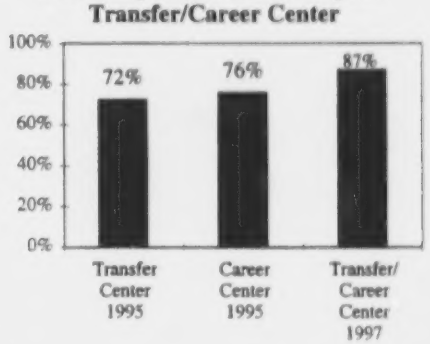
Percentage who are satisfied: Maintenance/cleanliness of buildings & grounds



CHANGES IN SATISFACTION WITH SERVICES

Of those who used service, percentage found it helpful or very helpful			
	Percentage who used service		
Transfer Center	Fall '95	37%	72%
Career Center	Fall '95	40%	76%
Transfer/Career Center	Fall '97	33%	87%
Tutorial Center	Fall '95	37%	76%
	Fall '97	27%	87%
PACE Program for Working Adults	Fall '95	17%	77%
	Fall '97	12%	89%
Food Services	Fall '95	82%	65%
	Fall '97	76%	84%

Percentage who found it helpful: Transfer/Career Center



III.

Student Enrollment Status and Demographics

Chabot College Fall 1997 Student Satisfaction Survey
STUDENT ENROLLMENT STATUS AND DEMOGRAPHICS

Fall Census vs. Enrollments vs. Survey sample

	All Students in Fall 1997		Fall 1997 Survey Sample	
	Fall Census (Headcount)	Enrollment (Class seats)	Enrollment (Class seats)	Margin of error
Number of students:	**13,222**	**36,390**	**1,149**	
Type of student				**plus or minus:**
New	16%	19%	29%	4%
Continuing	54%	58%	47%	4%
Transfer	15%	12%	8%	2%
Returning	14%	10%	16%	3%
Number of terms at Chabot				
Under 2 terms	—	—	32%	4%
2-3	—	—	29%	4%
4-6	—	—	26%	3%
Over 6	—	—	13%	3%
Parttime/fulltime attendance				
Full-time (12+ units)	29%	50%	55%	4%
Part-time (6.5-11.5 units)	32%	32%	26%	3%
Part-time (0.5-6 units)	39%	18%	20%	3%
Time of current classes				
Day only	48%	52%	64%	4%
Day & Eve	22%	30%	22%	3%
Eve/Sat only	29%	17%	14%	3%
Primary educational goal at Chabot				
Transfer to a 4-yr college	35%	50%	57%	4%
AA or AS degree	9%	11%	19%	3%
Job skills for current job	12%	10%	5%	2%
Job skills for new job	**	**	8%	2%
Personal development	6%	4%	6%	2%
Other/Undecided	38%	25%	5%	2%
Current education level				
First year college	70%	74%	51%	4%
Other undergraduate	16%	17%	32%	4%
AA/AS degree	5%	4%	10%	2%
BA/BS degree or higher	8%	5%	7%	2%
Highest degree intend to earn				
Not seeking degree	—	—	6%	2%
High school diploma/GED	—	—	3%	1%
Certificate	—	—	8%	2%
AA or AS	—	—	19%	3%
BA or BS	—	—	37%	4%
Graduate/Professional	—	—	27%	3%

16

NOTES:
— Not available
** included in line above

	All Students in Fall 1997		Fall 1997 Survey Sample	
	Fall Census (Headcount)	Enrollment (Class seats)	Enrollment (Class seats)	Margin of error
Number of students:	**13,222**	**36,390**	**1,149**	
Department of current major				**plus or minus:**
Business	—	—	16%	3%
Health Sciences	—	—	10%	3%
Humanities	—	—	6%	2%
Language Arts	—	—	4%	2%
Physical Education	—	—	2%	1%
Science and Math	—	—	10%	2%
Social Science	—	—	10%	2%
Technology and Engineering	—	—	10%	2%
Undeclared/undecided	—	—	17%	3%
Other	—	—	15%	3%
Chabot-related activities				
Student clubs	—	—	10%	2%
Student government	—	—	2%	1%
Athletic teams and events	—	—	11%	2%
Music/art/drama prod.	—	—	6%	2%
Campus job	—	—	6%	2%
Average number of hours studying/week				
None	—	—	5%	2%
1-6 hours	—	—	42%	4%
7-12 hours	—	—	32%	4%
13-24 hours	—	—	16%	3%
25 or more hours	—	—	6%	2%
Number of paid hours working per week				
None	23%	26%	26%	3%
1-20 hours	15%	16%	25%	3%
21-34 hours		—	24%	3%
20-39 hours	40%	37%	—	
35 or more hours		—	25%	3%
40 or more hours	31%	20%	—	
High school GPA				
3.50-4.00	—	—	21%	3%
3.00-3.49	—	—	38%	4%
2.50-2.99	—	—	29%	4%
2.00-2.49	—	—	9%	2%
Below 2.0	—	—	2%	1%

NOTES:
— Not available
** included in line above

	All Students in Fall 1997		Fall 1997 Survey Sample	
	Fall Census (Headcount)	Enrollment (Class seats)	Enrollment (Class seats)	Margin of error
Number of students:	**13,222**	**36,390**	**1,149**	
Race-ethnicity				**plus or minus:**
African American	14%	15%	10%	2%
Asian American	17%	19%	15%	3%
Pacific Islander/Hawaiian	2%	2%	2%	1%
Filipino	9%	9%	11%	2%
Chicano/Latino/Hispanic	18%	18%	15%	3%
Native American/Alaskn	1%	1%	2%	1%
White	36%	34%	33%	4%
Mixed-race	—	—	4%	2%
Other	4%	2%	9%	2%
Gender				
Female	55%	55%	59%	4%
Male	44%	45%	41%	4%
Age				
19 or younger	23%	32%	32%	4%
20-21	15%	18%	19%	3%
22-24	13%	13%	11%	2%
25-29	14%	12%	11%	2%
30-39	17%	13%	13%	3%
40-49	10%	7%	10%	2%
50 or older	9%	5%	5%	2%
Have physical disability	4%	—	7%	2%
English is first language	78%	78%	64%	4%
Highest education level of mother				
Less than high school	—	—	22%	3%
High school graduate	—	—	29%	4%
Some college	—	—	30%	4%
BA/BS degree or higher	—	—	19%	3%
Highest education level of father				
Less than high school	—	—	19%	3%
High school graduate	—	—	27%	4%
Some college	—	—	29%	4%
BA/BS degree or higher	—	—	25%	3%
Highest education level of either parent				
Less than high school	—	—	13%	3%
High school graduate	—	—	23%	3%
Some college	—	—	33%	4%
BA/BS degree or higher	—	—	31%	4%

NOTES:
— Not available
** included in line above

	All Students in Fall 1997		Fall 1997 Survey Sample	
	Fall Census (Headcount)	Enrollment (Class seats)	Enrollment (Class seats)	Margin of error
Number of students:	**13,222**	**36,390**	**1,149**	
Current annual family income				**plus or minus:**
Under $7,500	—	—	15%	3%
$7,500-$10,999	—	—	8%	2%
$11,000-$14,999	—	—	7%	2%
$15,000-$19,999	—	—	7%	2%
$20,000-$29,999	—	—	14%	3%
$30,000-$39,999	—	—	13%	3%
$40,000-$59,999	—	—	19%	3%
$60,000 and over	—	—	18%	3%
Number of people in household supported by income				
One	—	—	20%	3%
Two	—	—	19%	3%
Three	—	—	18%	3%
Four	—	—	19%	3%
Five	—	—	12%	3%
Six or more	—	—	11%	3%
Family income adjusted by household size				
Low income (150% of poverty: <$11K for one)	—	—	31%	4%
Low to medium income ($11K to 39K for one)	—	—	48%	4%
Medium to high income ($40K plus for one)	—	—	21%	3%
Other income situations				
Receive public assistance	—	—	7%	2%
Displaced homemaker	—	—	3%	1%
Displaced worker	—	—	5%	2%
Living situation				
Live with parents	—	—	55%	4%
Live with other relatives	—	—	8%	2%
Live with spouse/partner	—	—	22%	3%
Live with friends	—	—	7%	2%
Live alone	—	—	8%	2%
Live in shelter/transitional housing/homeless	—	—	1%	1%
Children/Childcare				
Have minor child(ren)	—	—	13%	3%
Are single parent	—	—	9%	2%
Need childcare	—	—	11%	3%

SOURCES: Fall Census and Enrollment: Institutional Research Dataset, Fall 1997, Census file

NOTES:
— Not available
** included in line above

Chabot College Fall 1997 Student Satisfaction Survey
STUDENT ENROLLMENT STATUS AND DEMOGRAPHICS
Full-time, Part-time, and Evening/Saturday Students

	Fall 1997 Survey Sample			
	Full-time 12+ units	Part-time 7-11 units	Part-time 1-6 units	Evening/ Saturday
Number of students in sample:	**599**	**279**	**214**	**156**
Type of student				
New	30%	31%	26%	18%
Continuing	50%	48%	38%	48%
Transfer	7%	5%	12%	7%
Returning	12%	15%	25%	28%
Number of terms at Chabot				
Under 2 terms	28%	33%	39%	33%
2-3	29%	32%	26%	25%
4-6	32%	20%	16%	21%
Over 6	11%	14%	19%	21%
Parttime/fulltime attendance				
Full-time (12+ units)	100%	0%	0%	14%
Part-time (6.5-11.5 units)	0%	100%	0%	27%
Part-time (0.5-6 units)	0%	0%	100%	60%
Time of current classes				
Day only	71%	64%	45%	0%
Day & Eve	26%	21%	12%	0%
Eve/Sat only	4%	15%	44%	100%
Primary educational goal at Chabot				
Transfer to a 4-yr college	68%	55%	34%	32%
AA or AS degree	21%	22%	11%	20%
Job skills for current job	1%	4%	16%	18%
Job skills for new job	5%	12%	10%	9%
Personal development	1%	4%	19%	15%
Other/Undecided	4%	3%	12%	7%
Current education level				
First year college	54%	52%	41%	32%
Other undergraduate	34%	31%	28%	36%
AA/AS degree	9%	11%	12%	14%
BA/BS degree or higher	3%	7%	19%	18%
Highest degree intend to earn				
Not seeking degree	2%	3%	20%	14%
High school diploma/GED	4%	2%	3%	3%
Certificate	4%	12%	14%	13%
AA or AS	18%	25%	15%	19%
BA or BS	39%	36%	34%	34%
Graduate/Professional	33%	22%	14%	16%

NOTE: Margins of error range from 3-5% (FT students) to 7-10% (Eve/Sat students)

	Fall 1997 Survey Sample			
	Full-time 12+ units	Part-time 7-11 units	Part-time 1-6 units	Evening/ Saturday
Number of students in sample:	**599**	**279**	**214**	**156**
Department of current major				
Business	18%	16%	12%	16%
Health Sciences	10%	11%	8%	5%
Humanities	6%	6%	3%	4%
Language Arts	4%	5%	3%	1%
Physical Education	2%	0%	7%	3%
Science and Math	13%	10%	2%	4%
Social Science	11%	8%	10%	14%
Technology and Engineering	8%	12%	12%	16%
Undeclared/undecided	15%	18%	20%	19%
Other	13%	13%	22%	19%
Chabot-related activities				
Student clubs	13%	7%	5%	3%
Student government	2%	1%	2%	0%
Athletic teams and events	14%	9%	6%	3%
Music/art/drama prod.	8%	4%	4%	2%
Campus job	8%	4%	2%	2%
Average number of hours studying/week				
None	4%	6%	6%	5%
1-6 hours	31%	48%	65%	53%
7-12 hours	35%	33%	21%	31%
13-24 hours	22%	10%	4%	9%
25 or more hours	8%	3%	4%	3%
Number of paid hours working per week				
None	32%	21%	19%	6%
1-20 hours	32%	19%	12%	3%
21-34 hours	24%	33%	12%	8%
35 or more hours	12%	28%	57%	83%
High school GPA				
3.50-4.00	24%	16%	21%	23%
3.00-3.49	36%	41%	41%	39%
2.50-2.99	28%	31%	29%	26%
2.00-2.49	11%	9%	7%	10%
Below 2.0	2%	3%	3%	3%

NOTE: Margins of error range from 3-5% (FT students) to 7-10% (Eve/Sat students)

	Fall 1997 Survey Sample			
	Full-time 12+ units	Part-time 7-11 units	Part-time 1-6 units	Evening/ Saturday
Number of students in sample:	**599**	**279**	**214**	**156**
Race-ethnicity				
African American	10%	12%	9%	8%
Asian American	16%	13%	14%	12%
Pacific Islander/Hawaiian	4%	1%	0%	1%
Filipino	11%	9%	11%	12%
Chicano/Latino/Hispanic	14%	19%	13%	14%
Native American/Alaskn	2%	2%	2%	1%
White	29%	35%	42%	44%
Mixed-race	5%	3%	3%	3%
Other	10%	7%	5%	6%
Gender				
Female	59%	59%	61%	61%
Male	41%	41%	39%	39%
Age				
19 or younger	42%	28%	12%	5%
20-21	25%	15%	8%	6%
22-24	11%	14%	9%	8%
25-29	8%	15%	14%	15%
30-39	7%	18%	23%	36%
40-49	6%	8%	22%	21%
50 or older	1%	3%	14%	8%
Have physical disability	7%	4%	8%	6%
English is first language	63%	64%	68%	70%
Highest education level of mother				
Less than high school	19%	26%	26%	29%
High school graduate	28%	31%	31%	31%
Some college	34%	26%	24%	24%
BA/BS degree or higher	20%	17%	19%	16%
Highest education level of father				
Less than high school	17%	21%	23%	24%
High school graduate	23%	33%	30%	33%
Some college	33%	24%	23%	21%
BA/BS degree or higher	27%	22%	23%	22%
Highest education level of either parent				
Less than high school	11%	15%	15%	18%
High school graduate	19%	29%	28%	28%
Some college	37%	29%	30%	28%
BA/BS degree or higher	33%	27%	28%	26%

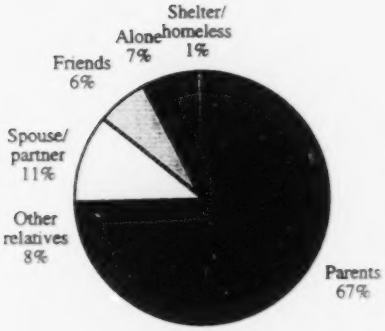
NOTE: Margins of error range from 3-5% (FT students) to 7-10% (Eve/Sat students)

	Fall 1997 Survey Sample			
	Full-time 12+ units	Part-time 7-11 units	Part-time 1-6 units	Evening/ Saturday
Number of students in sample:	**599**	**279**	**214**	**156**
Current annual family income				
Under $7,500	18%	14%	9%	5%
$7,500-$10,999	10%	4%	6%	4%
$11,000-$14,999	7%	6%	7%	5%
$15,000-$19,999	5%	11%	8%	6%
$20,000-$29,999	11%	17%	19%	25%
$30,000-$39,999	13%	12%	11%	11%
$40,000-$59,999	17%	24%	20%	23%
$60,000 and over	19%	13%	21%	20%
Number of people in household supported by income				
One	16%	22%	29%	32%
Two	16%	20%	26%	27%
Three	18%	18%	21%	17%
Four	22%	22%	8%	16%
Five	14%	9%	8%	3%
Six or more	13%	9%	8%	4%
Family income adjusted by household size				
Low income (150% of poverty: <$11K for one)	37%	28%	21%	13%
Low to medium income ($11K to 39K for one)	45%	53%	50%	56%
Medium to high income ($40K plus for one)	18%	19%	29%	31%
Other income situations				
Receive public assistance	10%	5%	4%	1%
Displaced homemaker	3%	3%	4%	4%
Displaced worker	5%	4%	6%	4%
Living situation				
Live with parents	67%	49%	31%	24%
Live with other relatives	8%	8%	7%	5%
Live with spouse/partner	12%	27%	42%	46%
Live with friends	7%	6%	8%	11%
Live alone	7%	9%	12%	13%
Live in shelter/transitional housing/homeless	1%	1%	0%	0%
Children/Childcare				
Have minor child(ren)	9%	17%	19%	21%
Are single parent	9%	9%	10%	12%
Need childcare	9%	12%	9%	13%

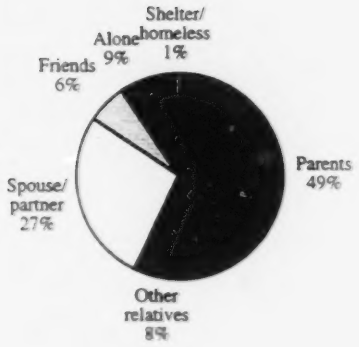
NOTE: Margins of error range from 3-5% (FT students) to 7-10% (Eve/Sat students)

Chabot College Fall 1997 Student Satisfaction Survey
Living situation by student type

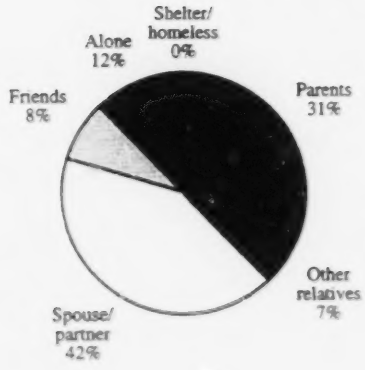
Chabot College
Living situation, Fall 1997
Full-time students



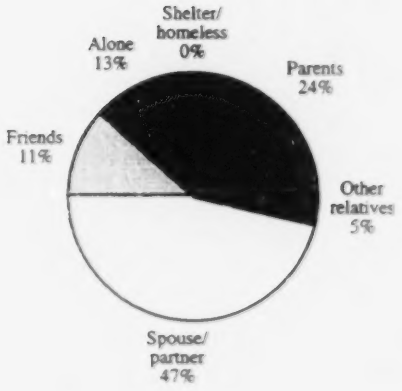
Chabot College
Living situation, Fall 1997
Part-time (7-11 units) students



Chabot College
Living situation, Fall 1997
Part-time (1-6 units) students

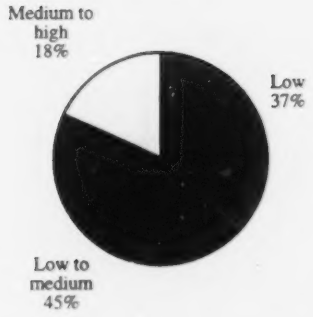


Chabot College
Living situation, Fall 1997
Evening/Saturday students

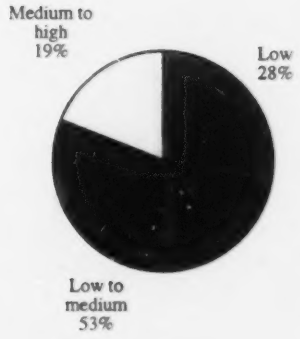


Chabot College Fall 1997 Student Satisfaction Survey
Income by student type

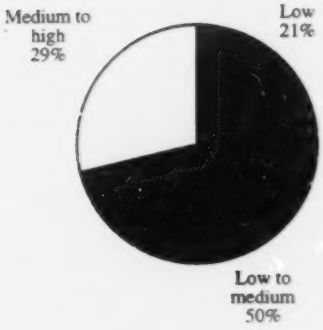
Chabot College, Fall 1997
Income
Full-time students



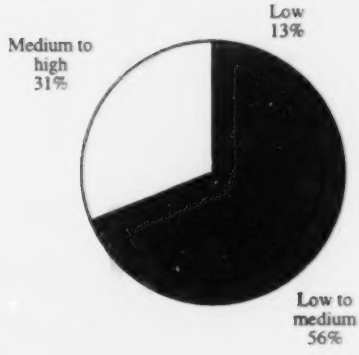
Chabot College, Fall 1997
Income
Part-time (7-11 units) students



Chabot College, Fall 1997
Income
Part-time (1-6 units) students

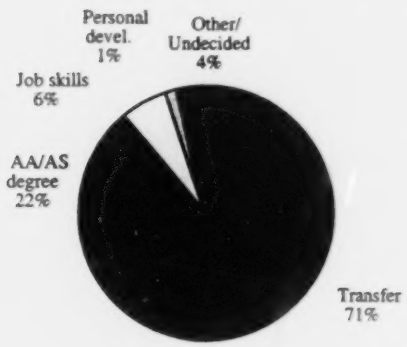


Chabot College, Fall 1997
Income
Evening/Saturday students

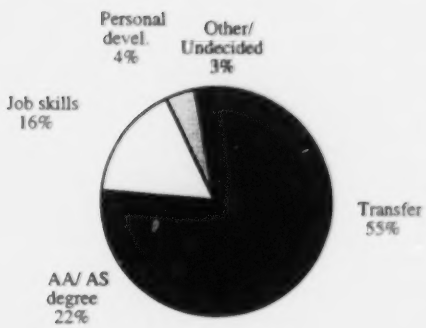


Chabot College Fall 1997 Student Satisfaction Survey
Educational goal by student type

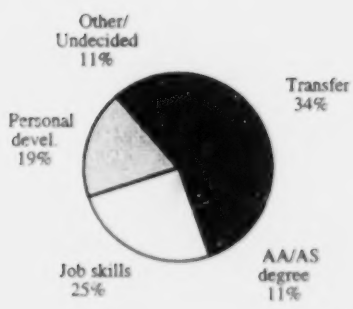
Chabot College
Educational Goal, Fall 1997
Full-time students (12+ units)



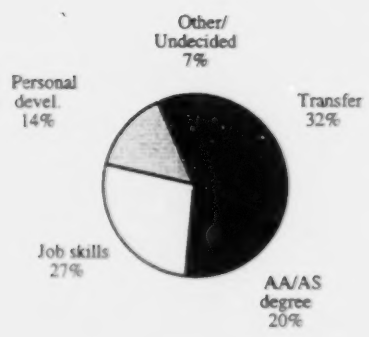
Chabot College
Educational Goal, Fall 1997
Part-time students (6-11 units)



Chabot College
Educational Goal, Fall 1997
Part-time students (0-6 units)



Chabot College
Educational Goal, Fall 1997
Evening/Saturday students



IV.

Detailed Survey Results

Chabot College
Student Satisfaction Survey
October, 1997

Percentage Distribution of All Survey Items
Based on a sample of 1,149 student course enrollments

Reasons for Attending Chabot	Percentage Important or Very Important	Percentage of those responding: Not Important	Somewhat Important	Very Important	Responses to each question: Number	Pct. of 1,149	Margin of error
Reasons to attend Chabot							
Close or convenient to home	**88%**	12%	36%	53%	1,132	99%	**2%**
Close or convenient to work	**54%**	46%	33%	21%	1,096	95%	**4%**
Class schedule fit into my schedule	**89%**	11%	27%	62%	1,123	98%	**2%**
Lower cost than other possible colleges or job training programs	**82%**	18%	33%	49%	1,110	97%	**3%**
Had the major, course, or program I wanted	**80%**	20%	28%	53%	1,080	94%	**3%**
Had the other activities I wanted (athletics, music, drama, clubs,etc.)	**39%**	61%	24%	15%	1,062	92%	**4%**
Friends or family attended Chabot	**35%**	65%	25%	10%	1,106	96%	**4%**
Heard that the academic atmosphere was good at Chabot	**73%**	27%	44%	29%	1,105	96%	**3%**
Heard that the instructors were good at Chabot	**82%**	18%	38%	44%	1,107	96%	**3%**
Heard that the social atmosphere was good at Chabot	**58%**	42%	39%	19%	1,081	94%	**4%**
Sources of information about Chabot							
Local newspaper	**38%**	62%	30%	8%	1,099	96%	**4%**
Local radio	**29%**	71%	24%	5%	1,089	95%	**4%**
Local television	**36%**	64%	28%	8%	1,093	95%	**4%**
Movie theater ads	**23%**	77%	19%	4%	1,077	94%	**3%**
High school advisor or counselor	**59%**	41%	31%	29%	1,079	94%	**4%**
College representative or counselor visit to my high school	**51%**	49%	25%	26%	1,060	92%	**4%**
Class schedule or other college publication	**72%**	28%	33%	38%	1,091	95%	**4%**
Chabot Web site (http://www.clpccd.cc.ca.us/cc)	**45%**	55%	27%	18%	1,050	91%	**4%**
Family or friends	**67%**	33%	40%	27%	1,091	95%	**4%**
Attending events on campus (athletics, drama, music, etc.)	**39%**	61%	29%	10%	1,063	93%	**4%**
Other	**34%**	66%	17%	17%	481	42%	**6%**

Satisfaction with College Experiences	Percentage who are satisfied or very satisfied	Percentage of those responding					Responses to each question		Margin of error
		Very Dis-satisfied	Dis-satisfied	Not Sure	Satisfied	Very Satisfied	Number	Pct. of 1,149	
Overall Experiences									
Overall experience at Chabot College	**79%**	1%	5%	**16%**	61%	18%	1,120	97%	**3%**
Overall experience with instructors	**81%**	0%	7%	**11%**	60%	21%	1,123	98%	**3%**
Overall experience with counselors	**54%**	6%	11%	**29%**	38%	16%	995	87%	**4%**
Overall experience with admissions and records staff	**64%**	3%	9%	**24%**	53%	11%	1,068	93%	**4%**
Overall experience with other college staff	**58%**	2%	4%	**37%**	49%	9%	989	86%	**4%**
Preparation for transfer to four-year college or university	**47%**	3%	10%	**40%**	36%	11%	909	79%	**4%**
Preparation for obtaining employment in my field of study	**43%**	3%	10%	**44%**	30%	12%	889	77%	**4%**

Satisfaction with College Facilities	Percentage who are satisfied or very satisfied	Percentage of those responding					Responses to each question		Margin of error
		Very Dis-satisfied	Dis-satisfied	Not Sure	Satisfied	Very Satisfied	Number	Pct. of 1,149	
College Physical Facilities									
Classroom (lecture) facilities	**75%**	2%	13%	**10%**	62%	12%	1,124	98%	**3%**
Science laboratories (biology, chemistry, geology, physics)	**47%**	2%	6%	**45%**	39%	8%	719	63%	**5%**
Technology laboratories (auto, electronics, drafting, welding)	**38%**	1%	3%	**57%**	25%	14%	577	50%	**5%**
Computer laboratories in library and departments	**62%**	5%	12%	**20%**	49%	14%	930	81%	**4%**
Availability/working order of equipment in labs	**47%**	4%	12%	**37%**	40%	7%	825	72%	**4%**
Art/music/theatre/drama facilities	**47%**	1%	5%	**47%**	37%	11%	683	59%	**5%**
Learning Resource Center/Library	**70%**	3%	7%	**20%**	58%	13%	974	85%	**4%**
Physical Education facilities	**65%**	1%	6%	**28%**	48%	17%	807	70%	**4%**
Cafeteria	**63%**	5%	13%	**19%**	53%	9%	1,002	87%	**4%**
Bookstore	**85%**	2%	6%	**6%**	58%	27%	1,110	97%	**3%**
Maintenance/cleanliness of buildings and grounds	**78%**	2%	7%	**13%**	62%	16%	1,105	96%	**3%**

Experience and Satisfaction with Student Services and Programs	Of those who used service, percentage who found it helpful or very helpful	Percent of all: Never Heard of it	Percent of all: Heard, Never Used	Percentage of those who used service: Not Helpful	Helpful	Very Helpful	Responses to each question: Number	Pct. of 1,149	Margin of error
Percentage who used the service									
Admissions and Registration	95% **90%**	1%	3%	10%	72%	18%	1,124	98%	**2%**
Orientation sessions	54% **81%**	6%	40%	19%	65%	16%	1,115	97%	**4%**
Assessment Testing Center	66% **80%**	6%	27%	20%	67%	13%	1,117	97%	**4%**
Counseling	77% **79%**	2%	21%	21%	53%	26%	1,115	97%	**4%**
Matriculation Office	29% **81%**	28%	43%	19%	66%	15%	1,104	96%	**6%**
Financial Aid Office	42% **85%**	3%	55%	15%	44%	41%	1,112	97%	**4%**
Transfer/Career Center	33% **87%**	10%	58%	13%	60%	27%	1,104	96%	**5%**
Workforce Services Center	14% **82%**	33%	52%	18%	58%	24%	1,101	96%	**8%**
Tutorials Center	27% **87%**	12%	62%	13%	60%	27%	1,110	97%	**5%**
Student computers in library	50% **89%**	6%	45%	11%	62%	27%	1,111	97%	**4%**
Student computer labs in departments	48% **89%**	9%	43%	11%	60%	29%	1,099	96%	**3%**
Student Services Computer Center in Bldg. 2300	22% **90%**	31%	47%	10%	66%	23%	1,103	96%	**5%**
WRAC Center (Writing, Reading Across Curriculum) Rm. 822	28% **89%**	29%	43%	11%	54%	35%	1,098	96%	**5%**
Women's Programs and Services	11% **84%**	33%	56%	16%	55%	30%	1,102	96%	**9%**
Veteran's Services	9% **76%**	40%	50%	24%	49%	28%	1,106	96%	**11%**
Disabled Students Programs and Services (DSPS)	13% **91%**	27%	60%	9%	55%	36%	1,102	96%	**6%**
Extended Opportunity Programs and Services (EOPS)	14% **89%**	35%	51%	11%	47%	42%	1,105	96%	**6%**
PACE Program for Working Adults	12% **89%**	33%	55%	11%	50%	39%	1,096	95%	**7%**
Psychology/Counseling 20	22% **82%**	26%	52%	18%	54%	28%	1,101	96%	**6%**
Intercollegiate Athletics	17% **86%**	25%	57%	14%	48%	38%	1,098	96%	**7%**
Student Activities (i.e., Clubs, Intramural, Special Events)	22% **81%**	12%	66%	19%	59%	21%	1,098	96%	**7%**
Student Government (ASCC)	16% **67%**	19%	65%	33%	51%	16%	1,085	94%	**9%**
College Bookstore	94% **92%**	1%	5%	8%	62%	30%	1,110	97%	**2%**
Food Services	76% **84%**	2%	22%	16%	71%	12%	1,097	95%	**3%**
Campus Safety and Security	69% **79%**	2%	29%	21%	60%	20%	1,117	97%	**4%**

Childcare services									
Percentage of all students responding									
Need childcare and have used Chabot's Childcare Center	**2%**						1,043	91%	**1%**
Need childcare and have not used Chabot's Childcare Center CC)	**8%**						1,043	91%	**2%**
Of those who need childcare and have not used Chabot CC, the reason is:		Cost:	**27%**	Times:	**29%**	Other:	**51%**		

Campus Safety	Percentage of all students agree				Responses to each question		Margin of error
The recent incidents of sexual assault at Chabot affected me in the following ways:					Number	Pct. of 1,149	
Not at all	26%				1,149	100%	3%
I am more alert and careful	61%				1,149	100%	4%
I feel less safe at Chabot	22%				1,149	100%	3%
I feel less welcome at Chabot	3%				1,149	100%	1%
I am less likely to continue my studies at Chabot	3%				1,149	100%	1%
I know students who left Chabot because they did not feel safe	6%	Percentage of those responding			1,149	100%	2%
	Percentage agree that it might or would definitely help	Would not help	Might help	Would definitely help			
The following changes would or would not help me feel safer at Chabot:							
More lighting	91%	9%	42%	49%	1,090	95%	2%
More phones	90%	10%	45%	45%	1,091	95%	2%
More campus safety officers	93%	7%	35%	58%	1,097	95%	2%
More student cadet officers	86%	14%	50%	36%	1,070	93%	3%
Armed campus police	77%	23%	39%	37%	1,076	94%	3%
More campus awareness of sexism or racism	77%	23%	48%	29%	1,069	93%	3%
More campus awareness of racism or other	73%	27%	46%	27%	802	70%	4%

Conflict between studies and other pressures	Percentage with some or a lot of conflict	Percentage of those responding			Responses to each question		Margin of error
		No Conflict	Some Conflict	A lot of Conflict	Number	Pct. of 1,149	
How much conflict do you have between your studies and the following pressures?							
Overall time pressure	82%	18%	55%	27%	1,073	93%	3%
Job pressures (time/schedule conflicts)	68%	32%	42%	26%	1,070	93%	4%
Financial pressures (need money for college/living)	66%	34%	36%	31%	1,061	92%	4%
Housing problems	30%	70%	20%	9%	1,062	92%	4%
Transportation problems	33%	67%	23%	10%	1,059	92%	4%
Childcare problems	16%	84%	11%	5%	1,057	92%	3%
Family pressure or responsibilities	58%	42%	38%	20%	1,055	92%	4%
Health or personal problems	32%	68%	23%	9%	1,060	92%	4%

Campus Climate	Percentage who agree or strongly agree	Percentage of those responding: Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Responses to each question: Number	Pct. of 1,149	Margin of error
Overall, I feel safe at Chabot	66%	2%	8%	23%	57%	9%	1,115	97%	4%
I feel welcome at Chabot	79%	1%	4%	17%	65%	13%	1,112	97%	3%
I am treated with respect by faculty and other college staff	79%	1%	6%	14%	62%	17%	1,102	96%	3%
At Chabot, there is a general respect for differences in:									
race-ethnicity	68%	2%	7%	23%	55%	12%	1,073	93%	4%
gender	71%	1%	5%	23%	59%	12%	1,065	93%	4%
physical disability	67%	1%	5%	27%	53%	14%	1,028	89%	4%
age	71%	1%	4%	23%	57%	14%	1,064	93%	4%
sexual orientation	58%	1%	7%	34%	48%	10%	1,020	89%	4%
native language	63%	2%	6%	29%	52%	11%	1,033	90%	4%
religion	55%	2%	5%	39%	45%	10%	1,025	89%	4%
My instructors have graded me fairly without regard to non-academic characteristics	80%	2%	4%	14%	52%	29%	1,091	95%	3%
Most instructors are willing to spend time outside of class to discuss issues	67%	3%	9%	22%	45%	21%	1,096	95%	4%
Instructors have made special efforts to help me achieve	63%	3%	12%	22%	44%	19%	1,057	92%	4%
I would encourage others to attend this college	75%	1%	3%	21%	54%	21%	1,097	95%	3%

Admissions and course registration	Percentage who agree or strongly agree	Percentage of those responding: Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree			
My Chabot application was processed in a reasonable amount of time	80%	2%	5%	13%	61%	19%	1,100	96%	3%
My counselor(s) gave me useful assistance in selecting courses	59%	9%	14%	18%	40%	19%	951	83%	4%
It was easy to register for classes	80%	3%	9%	8%	51%	29%	1,107	96%	3%
I registered for classes:									
in person	12%						610	53%	3%
by phone	85%						610	53%	4%
on the Web via the Internet	3%						610	53%	2%
The courses I need to complete my educational goals are usually available:									
during the semester I need them	70%	4%	12%	13%	57%	13%	1,076	94%	4%
on the days I need them	61%	4%	17%	17%	50%	11%	1,052	92%	4%
at the hours I need them	51%	8%	22%	20%	41%	10%	1,061	92%	4%

Scheduling of Services and Courses	Percentage agree or strongly agree	Percentage of those responding: Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Responses to each question: Number	Pct. of 1,149	Margin of error
The HOURS of the following services have met my needs:									
Orientation for new students	**51%**	4%	12%	**33%**	44%	8%	745	65%	**5%**
Assessment testing in English, ESL, & Math	**66%**	3%	10%	**21%**	58%	8%	813	71%	**4%**
Counseling	**64%**	5%	12%	**20%**	52%	12%	919	80%	**4%**
Tutoring	**45%**	3%	8%	**44%**	36%	8%	659	57%	**5%**
Chabot Bookstore	**84%**	2%	6%	**8%**	65%	19%	1,060	92%	**3%**
Chabot College Library	**75%**	5%	9%	**12%**	59%	16%	987	86%	**4%**
If the library were open after 9 p.m. for studying only, I would use it	**44%**	12%	17%	**27%**	23%	21%	972	85%	**4%**
The following days and times are the best times for me to take classes:		**Percentage of those responding**							
Day or Days	**Good or OK**	**Not good**		**OK**		**Good**			
One weekday or eve per week	**58%**	42%		33%		25%	991	86%	**4%**
Two weekdays or eves per week	**71%**	29%		38%		33%	994	87%	**4%**
Three weekdays or eves per week	**72%**	28%		39%		32%	980	85%	**4%**
Four weekdays or eves per week	**61%**	39%		37%		24%	972	85%	**4%**
Every day (Monday through Friday)	**58%**	42%		27%		31%	1,031	90%	**4%**
Friday evening	**23%**	77%		17%		6%	963	84%	**4%**
Saturday daytime	**38%**	62%		25%		13%	987	86%	**4%**
Sunday daytime	**20%**	80%		11%		9%	972	85%	**3%**
Times	**Good or OK**	**Not good**		**OK**		**Good**			
Early mornings (before 8 a.m.)	**34%**	66%		20%		14%	986	86%	**4%**
Mornings (8 - noon)	**85%**	15%		31%		54%	1,034	90%	**3%**
Early afternoons (12 - 3 p.m.)	**70%**	30%		41%		29%	985	86%	**4%**
Late afternoons (3 - 6 p.m.)	**44%**	56%		29%		15%	981	85%	**4%**
Evenings (6 - 10 p.m.)	**48%**	52%		21%		27%	1,008	88%	**4%**
Chabot Distance Education telecourses	**Maybe or Yes**	**No**		**Maybe**		**Yes**			
I have heard of telecourses at Chabot	**55%**	45%		12%		43%	1,084	94%	**4%**
I have taken a telecourse through Chabot	**19%**	81%		5%		15%	1,079	94%	**3%**
I hope to take a Chabot telecourse in the future	**58%**	42%		40%		17%	1,084	94%	**4%**
If I took a telecourse, I would be able to take the class using:	Video cassettes on my VCR:	**57%**	Computer (CD-ROM or disk):						**40%**
	Cable TV:	**39%**	Internet:						**37%**

Chabot College
Student Satisfaction Survey
October, 1997

Percentage Distribution of All Survey Items
Based on a sample of 1,149 student course enrollments

Reasons for Attending Chabot	Of those responding, percentage important or very important			
	Full-time 12+ units (n=599)	Part-time 7-11 units (n=279)	Part-time 1-6 units (n=214)	Evening/ Saturday (n=156)
Reasons to attend Chabot				
Close or convenient to home	89%	88%	85%	92%
Close or convenient to work	50%	63%	58%	66%
Class schedule fit into my schedule	87%	92%	91%	95%
Lower cost than other possible colleges or job training programs	82%	86%	79%	78%
Had the major, course, or program I wanted	79%	83%	81%	89%
Friends or family attended Chabot	38%	34%	29%	21%
Heard that the academic atmosphere was good at Chabot	72%	76%	70%	69%
Heard that the instructors were good at Chabot	80%	85%	82%	84%
Heard that the social atmosphere was good at Chabot	60%	61%	47%	49%
Sources of information about Chabot				
Local newspaper	37%	39%	39%	41%
Local radio	30%	28%	26%	28%
Local television	35%	37%	37%	36%
Movie theater ads	24%	24%	19%	19%
High school advisor or counselor	64%	57%	47%	46%
College representative or counselor visit to my high school	55%	53%	35%	33%
Class schedule or other college publication	72%	73%	73%	72%
Chabot Web site (http://www.clpccd.cc.ca.us/cc)	44%	44%	46%	43%
Family or friends	71%	64%	60%	61%
Attending events on campus (athletics, drama, music, etc.)	42%	37%	32%	28%
Other	35%	37%	26%	30%

NOTE: Margin of error for each percent is plus or minus:
Full-time students: 3-6%
Part-time students: 6-10%
Eve/Sat students: 9-12%

Chabot College Fall 1997 Student Satisfaction Survey: Responses for Full-time, Part-time, and Evening/Sat Students

Satisfaction with College Experiences	Of those responding, percentage satisfied or very satisfied			
	Full-time 12+ units (n=599)	Part-time 7-11 units (n=279)	Part-time 1-6 units (n=214)	Evening/ Saturday (n=156)
Overall Experiences				
Overall experience at Chabot College	77%	80%	84%	88%
Overall experience with instructors	80%	80%	87%	87%
Overall experience with counselors	54%	53%	52%	59%
Overall experience with admissions and records staff	63%	61%	69%	69%
Overall experience with other college staff	57%	53%	68%	69%
Preparation for transfer to four-year college or university	48%	49%	41%	45%
Preparation for obtaining employment in my field of study	38%	44%	51%	57%
Satisfaction with College Facilities	**Of those responding, percentage satisfied or very satisfied**			
	Full-time 12+ units (n=599)	Part-time 7-11 units (n=279)	Part-time 1-6 units (n=214)	Evening/ Saturday (n=156)
College Physical Facilities				
Classroom (lecture) facilities	72%	76%	79%	81%
Science laboratories (biology, chemistry, geology, physics)	47%	46%	45%	54%
Technology laboratories (auto, electronics, drafting, welding)	38%	36%	42%	55%
Computer laboratories in library and departments	63%	56%	68%	63%
Availability/working order of equipment in labs	47%	45%	52%	52%
Art/music/theater/drama facilities	49%	43%	42%	51%
Learning Resource Center/Library	71%	68%	69%	71%
Physical Education facilities	68%	61%	61%	57%
Cafeteria	63%	62%	64%	61%
Bookstore	86%	84%	84%	83%
Maintenance/cleanliness of buildings and grounds	76%	81%	80%	74%

NOTE: Margin of error for each percent is plus or minus:
Full-time students: 3-6%
Part-time students: 6-10%
Eve/Sat students: 9-12%

Chabot College Fall 1997 Student Satisfaction Survey: Responses for Full-time, Part-time, and Evening/Sat Students

Experience and Satisfaction with Student Services and Programs	Of those who used service, percentage who found it helpful or very helpful			
	Full-time 12+ units (n=599)	Part-time 7-11 units (n=279)	Part-time 1-6 units (n=214)	Evening/ Saturday (n=156)
Admissions and Registration	90%	88%	93%	90%
Orientation sessions	82%	78%	84%	90%
Assessment Testing Center	80%	78%	87%	87%
Counseling	78%	79%	78%	83%
Matriculation Office	82%	75%	83%	87%
Financial Aid Office	85%	82%	89%	83%
Transfer/Career Center	88%	88%	77%	81%
Workforce Services Center	84%	81%	74%	82%
Tutorials Center	88%	89%	79%	88%
Student computers in library	90%	83%	89%	87%
Student computer labs in departments	90%	86%	93%	85%
Student Services Computer Center in Bldg. 2300	92%	83%	89%	86%
WRAC Center (Writing, Reading Across Curriculum) Rm. 822	87%	91%	88%	93%
Women's Programs and Services	88%	84%	64%	75%
Veteran's Services	71%	81%	75%	83%
Disabled Students Programs and Services (DSPS)	91%	93%	85%	85%
Extended Opportunity Programs and Services (EOPS)	92%	80%	92%	86%
PACE Program for Working Adults	88%	95%	93%	94%
Psychology/Counseling 20	84%	80%	75%	86%
Intercollegiate Athletics	89%	75%	100%	89%
Student Activities (i.e., Clubs, Intramural, Special Events)	83%	75%	76%	80%
Student Government (ASCC)	69%	69%	63%	75%
College Bookstore	92%	91%	93%	93%
Food Services	81%	88%	87%	88%
Campus Safety and Security	77%	77%	88%	88%
Childcare Services:	Of all students, percentage agree			
Need childcare and have used Chabot's Childcare Center	2%	1%	1%	1%
Need childcare and have not used Chabot's Childcare Center CC)	7%	11%	8%	12%

NOTE: Margin of error for each percent is plus or minus:
Full-time students: 3-6%
Part-time students: 6-10%
Eve/Sat students: 9-12%

Chabot College Fall 1997 Student Satisfaction Survey: Responses for Full-time, Part-time, and Evening/Sat Students

Campus Safety	Of all students, percentage agree			
The recent incidents of sexual assault at Chabot affected me in the following way(s):	Full-time 12+ units (n=599)	Part-time 7-11 units (n=279)	Part-time 1-6 units (n=214)	Evening/ Saturday (n=156)
Not at all	27%	24%	23%	18%
I am more alert and careful	61%	61%	68%	69%
I feel less safe at Chabot	21%	23%	22%	27%
I feel less welcome at Chabot	4%	3%	2%	4%
I am less likely to continue my studies at Chabot	3%	2%	2%	2%
I know students who left Chabot because they did not feel safe	6%	8%	7%	6%
The following changes would or would not help me feel safer at Chabot:	**Of those responding, percentage agree that it might or would definitely help**			
More lighting	91%	90%	94%	97%
More phones	90%	90%	90%	91%
More campus safety officers	93%	92%	95%	96%
More student cadet officers	84%	85%	89%	90%
Armed campus police	77%	76%	78%	77%
More campus awareness of sexism or racism	77%	80%	73%	76%
More campus awareness of racism or other	74%	79%	66%	76%
Conflict between studies and other pressures	**Of those responding, percentage with some or a lot of conflict**			
	Full-time 12+ units (n=599)	Part-time 7-11 units (n=279)	Part-time 1-6 units (n=214)	Evening/ Saturday (n=156)
How much conflict do you have between your studies and the following pressures?				
Overall time pressure	84%	82%	76%	89%
Job pressures (time/schedule conflicts)	66%	71%	68%	83%
Financial pressures (need money for college/living)	71%	68%	50%	53%
Housing problems	30%	32%	24%	23%
Transportation problems	36%	31%	25%	16%
Childcare problems	13%	17%	22%	25%
Family pressure or responsibilities	59%	61%	50%	55%
Health or personal problems	35%	30%	22%	22%

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NOTE: Margin of error for each percent is plus or minus:
Full-time students: 3-6%
Part-time students: 6-10%
Eve/Sat students: 9-12%

Campus Climate	Of those responding, percentage agree or strongly agree			
	Full-time 12+ units (n=599)	Part-time 7-11 units (n=279)	Part-time 1-6 units (n=214)	Evening/ Saturday (n=156)
Overall, I feel safe at Chabot	66%	63%	69%	67%
I feel welcome at Chabot	77%	79%	82%	81%
I am treated with respect by faculty and other college staff	76%	81%	85%	83%
At Chabot, there is a general respect for differences in:				
race-ethnicity	66%	70%	70%	73%
gender	71%	70%	73%	73%
physical disability	67%	67%	69%	70%
age	68%	73%	78%	77%
sexual orientation	55%	60%	63%	62%
native language	64%	62%	61%	61%
religion	54%	56%	57%	59%
My instructors have graded me fairly without regard to non-academic characteristics	80%	78%	83%	82%
Most instructors are willing to spend time outside of class to discuss issues	68%	65%	65%	60%
Instructors have made special efforts to help me achieve	61%	61%	72%	67%
I would encourage others to attend this college	73%	73%	85%	82%
Admissions and course registration	**Of those responding, percentage agree or strongly agree**			
	Full-time 12+ units (n=599)	Part-time 7-11 units (n=279)	Part-time 1-6 units (n=214)	Evening/ Saturday (n=156)
My Chabot application was processed in a reasonable amount of time	80%	79%	85%	85%
My counselor(s) gave me useful assistance in selecting courses	59%	64%	53%	62%
It was easy to register for classes	80%	79%	85%	83%
I registered for classes:				
in person	10%	9%	21%	16%
by phone	86%	88%	75%	82%
on the Web via the Internet	4%	3%	3%	2%
The courses I need to complete my educational goals are usually available:				
during the semester I need them	71%	69%	70%	75%
on the days I need them	62%	58%	64%	61%
at the hours I need them	48%	50%	56%	49%

NOTE: Margin of error for each percent is plus or minus:
Full-time students: 3-6%
Part-time students: 6-10%
Eve/Sat students: 9-12%

Chabot College Fall 1997 Student Satisfaction Survey: Responses for Full-time, Part-time, and Evening/Sat Students

Scheduling of Services and Courses	Of those responding, percentage agree or strongly agree			
	Full-time 12+ units (n=599)	Part-time 7-11 units (n=279)	Part-time 1-6 units (n=214)	Evening/ Saturday (n=156)
The HOURS of the following services have met my needs:				
Orientation for new students	51%	50%	56%	53%
Assessment testing in English, ESL, & Math	69%	65%	58%	66%
Counseling	65%	66%	59%	67%
Tutoring	49%	37%	43%	31%
Chabot Bookstore	87%	81%	81%	76%
Chabot College Library	77%	71%	76%	73%
If the library were open after 9 p.m. for studying only, I would use it	44%	45%	41%	46%
	Of those responding, percentage for whom it is good or OK			
The following days and times are the best times for me to take classes:	Full-time 12+ units (n=599)	Part-time 7-11 units (n=279)	Part-time 1-6 units (n=214)	Evening/ Saturday (n=156)
Day or Days				
One weekday or eve per week	49%	60%	77%	91%
Two weekdays or eves per week	65%	75%	82%	89%
Three weekdays or eves per week	77%	71%	59%	52%
Four weekdays or eves per week	71%	56%	40%	27%
Every day (Monday through Friday)	70%	50%	33%	21%
Friday evening	19%	24%	30%	42%
Saturday daytime	29%	43%	51%	69%
Sunday daytime	15%	25%	26%	38%
Times				
Early mornings (before 8 a.m.)	33%	35%	36%	22%
Mornings (8 - noon)	93%	84%	62%	26%
Early afternoons (12 - 3 p.m.)	80%	66%	47%	20%
Late afternoons (3 - 6 p.m.)	41%	42%	51%	51%
Evenings (6 - 10 p.m.)	40%	48%	72%	99%
Chabot Distance Education telecourses				
I have heard of telecourses at Chabot	58%	53%	53%	62%
I have taken a telecourse through Chabot	21%	20%	15%	31%
I hope to take a Chabot telecourse in the future	56%	61%	57%	68%
If I took a telecourse, I would be able to take the class using: VCR	60%	57%	59%	71%
Cable TV	37%	42%	47%	46%
Computer CD-ROM or disk	40%	41%	42%	44%
Internet	39%	35%	36%	36%

NOTE: Margin of error for each percent is plus or minus:
Full-time students: 3-6%
Part-time students: 6-10%
Eve/Sat students: 9-12%

Chabot College
Student Survey Results
Comparison of Fall 1995 and Fall 1997 Similar Survey Items

Satisfaction with College Experiences		Percent who are Satisfied or Very Satisfied	Percentage of those responding				
			Very Dis-satisfied	Dis-satisfied	Neutral/ Not Sure	Satisfied	Very Satisfied
Overall Experiences							
Overall experience at Chabot College	Fall 1995	**70%**	1%	5%	24%	59%	11%
	Fall 1997	**79%**	1%	5%	16%	61%	18%
Overall experience with instructors	Fall 1995	**67%**	2%	7%	25%	52%	15%
	Fall 1997	**81%**	0%	7%	11%	60%	21%
Overall experience with counselors	Fall 1995	**49%**	7%	16%	28%	36%	13%
	Fall 1997	**54%**	6%	11%	29%	38%	16%
Overall experience with other college staff	Fall 1995	**54%**	2%	5%	38%	46%	8%
	Fall 1997	**58%**	2%	4%	37%	49%	9%
Preparation for transfer to four-year college or university	Fall 1995	**49%**	2%	7%	26%	56%	9%
	Fall 1997	**47%**	3%	10%	40%	36%	11%
Preparation for obtaining employment in my field of study	Fall 1995	**42%**	4%	14%	33%	41%	8%
	Fall 1997	**43%**	3%	10%	44%	30%	12%
Satisfaction with College Facilities		**Percent who are Satisfied or Very Satisfied**	**Percentage of those responding**				
			Very Dis-satisfied	Dis-satisfied	Neutral/ Not Sure	Satisfied	Very Satisfied
College Physical Facilities							
Classroom (lecture) facilities	Fall 1995	**55%**	3%	12%	30%	49%	6%
	Fall 1997	**75%**	2%	13%	10%	62%	12%
Science laboratories (biology, chemistry, geology, physics)	Fall 1995	**48%**	4%	11%	37%	43%	5%
	Fall 1997	**47%**	2%	6%	45%	39%	8%
Technology laboratories (auto, electronics, drafting, welding)	Fall 1995	**46%**	4%	10%	41%	38%	8%
	Fall 1997	**38%**	1%	3%	57%	25%	14%
Computer laboratories in library and departments	Fall 1995	**56%**	7%	10%	27%	48%	8%
	Fall 1997	**62%**	5%	12%	20%	49%	14%

NOTE: All percentages have a margin of error of 3 to 5 percent.

Satisfaction with College Facilities (cont.)		Percent who are Satisfied or Very Satisfied	Percentage of those responding: Very Dis-satisfied	Dis-satisfied	Neutral/ Not Sure	Satisfied	Very Satisfied
Availability/working order of equipment in labs	Fall 1995	46%	6%	13%	35%	40%	6%
	Fall 1997	47%	4%	12%	37%	40%	7%
Art/music/theatre/drama facilities	Fall 1995	50%	3%	8%	39%	43%	7%
	Fall 1997	47%	1%	5%	47%	37%	11%
Physical Education facilities	Fall 1995	64%	2%	6%	28%	50%	13%
	Fall 1997	65%	1%	6%	28%	48%	17%
Cafeteria	Fall 1995	51%	8%	14%	27%	44%	7%
	Fall 1997	63%	5%	13%	19%	53%	9%
Bookstore	Fall 1995	59%	6%	12%	23%	50%	10%
	Fall 1997	85%	2%	6%	6%	58%	27%
Maintenance/cleanliness of buildings	Fall 1995	64%	4%	8%	24%	53%	11%
Maintenance/cleanliness of grounds	Fall 1995	64%	4%	7%	26%	53%	11%
Maintenance/cleanliness of buildings and grounds	Fall 1997	78%	2%	7%	13%	62%	16%

Experience and Satisfaction with Student Services and Programs		Percentage who used the service	Of those who used service, percent found it helpful or very helpful	Percent of all: Never Heard of it	Heard of, Never Used	Percentage of those who used service: Not Helpful	Helpful	Very Helpful
Assessment Testing Center	Fall 1995	56%	74%	14%	31%	14%	36%	5%
	Fall 1997	66%	80%	6%	27%	20%	67%	13%
Financial Aid Office	Fall 1995	47%	80%	4%	50%	10%	22%	15%
	Fall 1997	42%	85%	3%	55%	15%	44%	41%
Transfer Center	Fall 1995	37%	72%	15%	48%	10%	21%	5%
Career Center	Fall 1995	40%	76%	12%	48%	10%	24%	6%
Transfer/Career Center	Fall 1997	33%	87%	10%	58%	13%	60%	27%
Tutorial Center	Fall 1995	37%	76%	11%	53%	9%	21%	7%
	Fall 1997	27%	87%	12%	62%	13%	60%	27%
Student computers in library	Fall 1995	54%	81%	7%	39%	10%	32%	11%
	Fall 1997	50%	89%	6%	45%	11%	62%	27%
Student computer labs in departments	Fall 1995	54%	80%	12%	35%	11%	30%	13%
	Fall 1997	48%	89%	9%	43%	11%	60%	29%

NOTE: All percentages have a margin of error of 3 to 5 percent.

Experience and Satisfaction with Student Services and Programs (cont.)		Of those who used service, percent found it helpful or very helpful		Percent of all: Never Heard of it	Percent of all: Heard of, Never Used	Percentage of those who used service: Not Helpful	Helpful	Very Helpful
	Percentage who used the service							
Student Services Computer Center in Bldg. 2300	Fall 1995	32%	**80%**	29%	39%	6%	19%	7%
	Fall 1997	22%	**90%**	31%	47%	10%	66%	23%
Women's Programs and Services	Fall 1995	18%	**77%**	39%	42%	4%	10%	4%
	Fall 1997	11%	**84%**	33%	56%	16%	55%	30%
Veteran's Services	Fall 1995	18%	**71%**	48%	35%	5%	9%	4%
	Fall 1997	9%	**76%**	40%	50%	24%	49%	28%
Disabled Students Programs and Services (DSPS)	Fall 1995	20%	**78%**	35%	46%	4%	11%	4%
	Fall 1997	13%	**91%**	27%	60%	9%	55%	36%
Extended Opportunity Programs and Services (EOPS)	Fall 1995	23%	**76%**	37%	39%	6%	12%	5%
	Fall 1997	14%	**89%**	35%	51%	11%	47%	42%
PACE	Fall 1995	17%	**77%**	49%	34%	4%	10%	4%
PACE Program for Working Adults	Fall 1997	12%	**89%**	33%	55%	11%	50%	39%
Psychology/Counseling 20	Fall 1995	36%	**75%**	31%	33%	9%	19%	8%
	Fall 1997	22%	**82%**	26%	52%	18%	54%	28%
Intercollegiate Athletics	Fall 1995	30%	**84%**	24%	46%	5%	15%	9%
	Fall 1997	17%	**86%**	25%	57%	14%	48%	38%
Student Activities (i.e., Clubs, Intramural, Special Events)	Fall 1995	30%	**75%**	15%	54%	8%	18%	5%
	Fall 1997	22%	**81%**	12%	66%	19%	59%	21%
Student Government	Fall 1995	28%	**61%**	17%	55%	11%	14%	3%
Student Government (ASCC)	Fall 1997	16%	**67%**	19%	65%	33%	51%	16%
College Bookstore	Fall 1995	94%	**82%**	2%	4%	17%	55%	22%
	Fall 1997	94%	**92%**	1%	5%	8%	62%	30%
Food Services	Fall 1995	82%	**65%**	5%	13%	29%	44%	10%
	Fall 1997	76%	**84%**	2%	22%	16%	71%	12%
Security/Safety Services	Fall 1995	64%	**71%**	5%	31%	19%	37%	8%
Campus Safety and Security	Fall 1997	69%	**79%**	2%	29%	21%	60%	20%

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NOTE: All percentages have a margin of error of 3 to 5 percent.

Chabot College Student Survey Results: Fall 95 vs. Fall 97

Campus Climate		Percentage who agree or strongly agree	Percentage of those responding				
			Strongly Disagree	Disagree	Neutral/ Not Sure	Agree	Strongly Agree
I feel physically safe and secure on this campus.	Fall 1995	**55%**	6%	13%	26%	44%	11%
Overall, I feel safe at Chabot	Fall 1997	**66%**	2%	8%	23%	57%	9%
I feel welcome at Chabot.	Fall 1995	**65%**	2%	4%	28%	48%	18%
	Fall 1997	**79%**	1%	4%	17%	65%	13%
I am treated with respect by faculty, administrators, and other college staff.	Fall 1995	**73%**	2%	5%	21%	55%	18%
I am treated with respect by faculty and other college staff	Fall 1997	**79%**	1%	6%	14%	62%	17%
At Chabot, the general "campus climate" is one of respect for differences in :	Fall 1995						
At Chabot, there is a general respect for differences in:	Fall 1997						
race-ethnicity	Fall 1995	**66%**	3%	6%	25%	52%	14%
	Fall 1997	**68%**	2%	7%	23%	55%	12%
gender	Fall 1995	**67%**	2%	4%	27%	54%	13%
	Fall 1997	**71%**	1%	5%	23%	59%	12%
physical disability	Fall 1995	**70%**	2%	3%	25%	54%	16%
	Fall 1997	**67%**	1%	5%	27%	53%	14%
age	Fall 1995	**71%**	2%	3%	24%	56%	15%
	Fall 1997	**71%**	1%	4%	23%	57%	14%
sexual orientation	Fall 1995	**59%**	3%	7%	31%	48%	12%
	Fall 1997	**58%**	1%	7%	34%	48%	10%
native language	Fall 1995	**63%**	3%	6%	28%	50%	13%
	Fall 1997	**63%**	2%	6%	29%	52%	11%
religion	Fall 1995	**59%**	3%	5%	32%	47%	13%
	Fall 1997	**55%**	2%	5%	39%	45%	10%
My instructors have graded me fairly and without regard to race-ethnicity, cultural background, gender, sexual orientation, or other non-academic characteristics.	Fall 1995	**77%**	3%	4%	16%	45%	32%
My instructors have graded me fairly without regard to non-academic characteristics	Fall 1997	**80%**	2%	4%	14%	52%	29%
Most instructors are willing to spend time outside of class to discuss issues with students.	Fall 1995	**65%**	3%	10%	22%	46%	19%
Most instructors are willing to spend time outside of class to discuss issues	Fall 1997	**67%**	3%	9%	22%	45%	21%
Instructors have made special efforts to help me achieve.	Fall 1995	**46%**	3%	11%	39%	35%	11%
	Fall 1997	**63%**	3%	12%	22%	44%	19%

NOTE: All percentages have a margin of error of 3 to 5 percent.

Admissions and course registration		Percentage who agree or strongly agree	Percentage of those responding				
			Strongly Disagree	Disagree	Neutral/ Not Sure	Agree	Strongly Agree
It was easy to register for classes.	Fall 1995	**58%**	6%	15%	22%	41%	16%
	Fall 1997	**80%**	3%	9%	8%	51%	29%
The courses I need to complete my educational goals are usually available:							
during the term I need them.	Fall 1995	**47%**	8%	18%	27%	39%	8%
during the semester I need them	Fall 1997	**70%**	4%	12%	13%	57%	13%
on the days and hours I need them.	Fall 1995	**35%**	12%	25%	28%	29%	6%
on the days I need them	Fall 1997	**61%**	4%	17%	17%	50%	11%
at the hours I need them	Fall 1997	**51%**	8%	22%	20%	41%	10%

Scheduling of Services and Courses		Percentage who agree or strongly agree	Percentage of those responding				
			Strongly Disagree	Disagree	Neutral/ Not Sure	Agree	Strongly Agree
The hours available for Orientation for new students were adequate for my needs.	Fall 1995	**48%**	5%	11%	36%	38%	10%
The HOURS of the following services have met my needs:	Fall 1997						
Orientation for new students	Fall 1997	**51%**	4%	12%	33%	44%	8%
The hours available for Assessment Testing in English and Math were adequate for me.	Fall 1995	**51%**	4%	12%	33%	41%	10%
Assessment testing in English, ESL, & Math	Fall 1997	**66%**	3%	10%	21%	58%	8%
The current library hours meet my research needs.	Fall 1995	**47%**	9%	15%	29%	38%	9%
Chabot College Library	Fall 1997	**75%**	5%	9%	12%	59%	16%
These additional library hours would help meet my research needs: M-F before 9 am	Fall 1995	**58%**	7%	12%	23%	34%	24%
M-F after 8 PM	Fall 1995	**61%**	5%	9%	25%	31%	30%
If the library were open after 9 p.m. for studying only, I would use it	Fall 1997	**44%**	12%	17%	27%	23%	21%
Average number of hours studying/week			None	1-6 Hours	7-14 Hours	13-24 Hours	25+ Hours
	Fall 1995		4%	50%	26%	15%	4%
	Fall 1997		5%	42%	32%	16%	6%

NOTE: All percentages have a margin of error of 3 to 5 percent.

V.

Appendix

Chabot College
Fall 1997
Student Satisfaction Survey Comments

Question 1-3e: Had the major, course, or program I wanted (list: _____)

Business
- Accounting (9)
- Administration Assistant (2)
- Business (6)
- Business Administration (19)
- C.I.S. (1)
- Computer info system (1)
- Computer Software (1)
- Computers (5)
- International Business (1)
- Real Estate (2)
- Word Perfect (1)

Health Sciences
- Dental Hygeine (13)
- E.M.T. (1)
- Fire Science (16)
- Fire Science Investigator (2)
- Health (1)
- Health Education Tech (1)
- Health info Tech (RRA) (1)
- Health Science (1)
- Medical asst.did not get in (1)
- Nursing (15)
- Nursing RN (1)
- Nutrition/Dietetics (1)
- Pre-Nursing (1)
- Radiology (1)
- Registered Nurse (1)

Humanities
- AA Spanish (1)
- Art (1)
- Drama (1)
- Japanese (1)
- Jazz Band (1)
- Jazz Studies (1)
- Music (8)
- Photography (8)
- Theatre (2)

Language Arts
- Broadcast Communicator (1)
- Communications (2)
- E.S.L. Class (7)

- English (3)
- English 117 &118 (1)
- Journalism (3)
- Mass Communication (11)
- Television Production (1)

Physical Education
- Physical Education (1)
- Self defense (1)
- Tai Chi Chuan (1)

Science & Math
- Activity Director (10)
- Anat 1, Chem 30B, E.C.D. 52 (1)
- Animal Science (1)
- Astronomy (1)
- Bio-Chem (1)
- Biology (5)
- Business Calculess (1)
- Business stats (3)
- Chemistry (1)
- Chemistry 30B (2)
- Computer Programing (1)
- Computer Programing (3)
- Computer Science (22)
- Math (2)
- Pre-Med (2)
- Pre-Vetrinary Med (1)
- Science (1)

Social Sciences
- Adminastration of Justice (6)
- Administrative of Justice (9)
- Anat 1, Chem 30B, E.C.D. 52 (1)
- Behavioral Science (1)
- Criminal Justice (3)
- Criminal Law (1)
- Criminology (3)
- E.C.D. (17)
- Economics (1)
- Fire Arms classes (1)
- History (1)
- ISLS (2)
- Personal Teacher (1)
- Pre-Law (1)
- Psycology (1)
- Psycology (2)
- Psycology 1 (1)
- Recreational Programs (1)
- Rehabilitation Therapy (1)
- Special Education (2)
- Teaching Credential (1)
- Travel and Tourism (7)

Technology & Engineering

- Anamation (1)
- Architecture (10)
- Auto 65, Auto 50 (1)
- Auto Cad (2)
- Automotive Technology (3)
- CAD Drafting (2)
- CNC Programmer (3)
- Computer Graphics (1)
- Computer Tech (1)
- Drafting Tech (3)
- Electronic Computers (2)
- Electronic Technology (3)
- Engineering Drafting (1)
- Engineering-Mech (1)
- Graphic Design (4)
- Interior Design (1)
- Machine Tool Technology (2)
- Machinist (4)
- Welding/Welding Technology (2)

Undeclared/Undecided/Other

- Daraja (1)
- General ED (16)
- Large Diversitie of Courses (1)
- Liberal Arts (3)
- Liberal Studies (1)
- None (1)
- Other (1)
- Pace (1)
- Pace (2)
- Required (1)
- Transfer Agreement w/Davis (1)
- Transfer Curriculum (1)
- Transfer to four year college (2)
- Transfer,General ED. (1)
- Undecided (2)

2

- I.N.D. (1)

Question 1-3f: Had other activities I wanted (list: _____)

Student Clubs
- Christian Club (2)
- Clubs (3)

Athletics
- Academy condition (1)
- Areobics (1)
- Athletics (15)
- Baseball (2)
- Basketball (1)
- Batmitten (1)
- Bowling (1)
- Cheerleading (1)
- Cross Country (3)
- Direct football games (1)
- Football (2)
- Gym (1)
- In-Line Skating (1)
- Judo (2)
- Martial Arts (1)
- Ping-Pong (1)
- Soccer (2)
- Swimming (3)
- Tennis (2)
- Track Team (2)
- Volleyball (1)
- Water Polo (2)
- Wrestling (1)

Music, art, drama
- Arts (1)
- Choir (1)
- Club music (1)
- Drama (3)
- Golf (1)
- Music (6)
- Music (8)
- Piano Lessons (1)

Other
- Auto mechanics (1)
- Fire Explorer (1)
- International (1)
- NONE (1)
- Radio (1)
- Welding Tech (1)

Question 1-4: Sources of information about Chabot (Other)

- A good education (1)
- Advise to come here (1)
- Area located where more job oportunities around (1)
- Athletics-Active participation (1)
- Clean Campus (1)
- Co-Worker (1)
- College teachers (1)
- Counseling Office (1)
- Counselors (1)
- Counselors from another community college (2)
- Did hear anything/the program were not offered (1)
- E.O.P.S. counselors (1)
- Excellent football programj (1)
- Filming sporting events (1)
- Fire Fighters (1)
- Fliers (1)
- Former student at Chabot (1)
- Girls (1)
- Good athletic department (1)
- Good coaches and P.E. department (1)
- I drove by and saw it (1)
- I have no other choice (1)
- ISLS (1)
- Many evening classes offered / work fulltime (1)
- Met with a guidence counselor (1)
- More safety regarding personal belongings (1)
- More vacations in times of classes than other colleges. (1)
- Moved to california right out of High School (1)
- Need more medical asst. teachers (1)
- Own skeptism (1)
- People who attend/attended Chabot (1)
- Personal knowledge of Frank Sumares (1)
- R.O.P. Credits (1)
- Received class schedule (1)
- Survey too long (1)
- Susan Ludwig-International student special admissions (1)
- The instructor of the classes I wanted (1)
- Transfer of University (1)
- Travel and Tourism classes (1)
- Very helpful staff in special admissions office (1)
- Veteran program (1)
- Walk-On (1)
- Word of mouth (2)
- Work (1)
- Zack De La Rocha (personal friend) (1)

Question 3-2: Changes that would make me feel safer at Chabot (Other)

- A chaperone to walk you to your car at night (1)
- Being legally armed (1)
- Bullitin news (1)
- Cameras in parking lot (1)
- Campus officers don't do anything to help (1)
- Crisis International Self Defense Classes (1)
- Cut down bushes (1)
- Earlier evening classes offered (1)
- Easier access to phone (white) (1)
- Get rid of [name of specific instructor]! (1)
- In back of (1)
- Less Rapist (1)
- Let me bring kujo to school (1)
- More campus offecers at night (1)
- More parking (1)
- More patrolling at night (2)
- Parking lot to be patroled (1)
- Patrol parking lot regularly (1)
- People helping people (1)
- Remove uptight attitude towards danger (1)
- Safe box out in parking lot (1)
- Safety officers should ride a bike (1)
- Security cameras (1)
- Security in parking lots (1)
- Self Defense (women) (2)
- Self Defense Program (1)
- Sexual Assault (1)
- Video cameras (1)
- Visable campus police (2)
- Voice help boxes in remote areas (1)
- We neek more lights and phones, its dark outside and makes a person feel unsafe. There are students A.J. who would get practical experience working as security as well as working with the public. I work for a police dept. But I feel unsafe-as a women sometimes here you want everyone to feel safe. (1)

Question 4-8: Current major (Other)

Business
- Accounting (1)
- Administrative Assistant (3)
- Business (2)
- CAS (1)
- Computer Application System (3)
- Computers/info systems (1)
- International Business (1)
- International Relations (2)
- Paralegal (1)
- Travel (1)
- Travel and Tourism (2)

Health Sciences
- CNA (1)
- Dental Hygentist (4)
- Dentistry (1)
- Fire (1)
- Fire Science (8)
- Health Science (2)
- Medical Assistant (1)
- Nursing (10)
- Pharmacy (1)
- Physical Therapy (2)
- Physician assistant (1)
- Pre-Med (1)

Humanities
- Art (2)
- Film (1)
- Music (1)

Language Arts
- Communications (2)
- English (1)
- Mass-Communications (5)
- Television Dept. Broadcasting (1)

Physical Education
- Golf (1)

Science & Math
- Bio-Med,egineering (1)
- Biology (1)
- Computer Science (1)
- Math (1)
- Medical (2)
- Science (1)

Social Sciences
- Administration of Justice (3)

- Child Care (1)
- Child Psychology (1)
- Clinical Psycology (1)
- Criminal Justice (1)
- Criminology (3)
- Elementary Deaf Education (1)
- History (1)
- Human Development (1)
- Law (1)
- Pre-Law (1)
- Psychology (7)
- Recreation (1)
- Recreational Therepy (3)
- Special Education (3)
- Teacher (1)
- Womens Studies (1)

Technology & Engineering
- Architecture (2)
- Automotive Technology (1)
- Bio-Med,egineering (1)
- Certified Design Class (1)
- Computer Engineer (1)
- Computer Specialist (1)
- Engineering (1)
- Graphic Design (2)
- Interior Design (5)
- Machine Tool Tech (1)
- Multimedia (1)
- Special Effects Artist (2)
- Technology and Engineering (1)

Undeclared/Undecided/Other
- G.E. for Teaching Credential (1)
- General ED (1)
- Liberal Studies (1)
- Liberal Studies (1)
- New job skills,job change-retirement in 10 years (1)
- None (1)
- None-dont need (1)
- Preparing for M.S. (1)
- Undecided (4)

Question 5-8: Race-ethnicity (Other)

African-American/Black (2)
- Egyptian (1)
- Eritrean (1)

Asian American (35)
- Asian (5)
- Asian,Indian (3)
- Chinese (10)
- East Indian (2)
- Indian (5)
- Indian,Punjabi (1)
- Indonesian (1)
- Japenese (1)
- Laotian (1)
- Vietnamese (6)

Chicano/Latino/Hispanic (2)
- Cuban (1)
- Mexicano (1)

Native American/Alaskan Native (1)
- Eskimo (1)

Middle Eastern (17)
- Afganistan (12)
- Arabian (2)
- Middle Eastern (2)
- Middle Eastern,Afganistan (1)

White (16)
- American (1)
- French (1)
- Greek (2)
- Irish (1)
- Italian (3)
- Portuguese (5)
- Romanian (1)
- Russian (2)

Other (6)
- Breed in America (punk) (1)
- Decline to state (1)
- Doesn't matter (1)
- Human Race (1)
- International (1)
- N.D.Y.B (1)

- Azorian (1)

Question 5-8: Race-ethnicity (Mixed Race)

- African,american-native,american (1)
- Afro-american-caucasian (1)
- Apache-Cherokee-Sioux-Blackfoot-German-Irich-Scotish -Black-Puerto Rican (1)
- Armerisian (1)
- Asian(Korean)-Pac.Isi-(Guamaniun) (1)
- Asian-Indian (1)
- Black-White (1)
- Cherokee,Indian-Italian French-Scotish-Irish-German (1)
- European-Spanish-Irish-English (1)
- Filipino-Peurto Rican (1)
- Filipino-White-Mexican (1)
- Hawaiian- Mexican-Puerto Rica-Irish-Cherokee-Indian (1)
- Hispanic-Greek (1)
- Italian-Mexican (2)
- Japanese-German (1)
- Japanese-Mexican-American (1)
- Latino-White (8)
- Mexican,american-portugese,american (1)
- Mexican-Irish (1)
- Mexican-Spanish-Native American-French-Norweign (1)
- Mexican/Chinese (1)
- Native, american-French-mexican-Vietnamese (1)
- Spanish-Russian-Polish (1)
- This space is to small to list all of them (1)
- White-Columbian (1)
- White-Filipino (2)
- White-Pacific Islander (1)
- White/Mexican (1)

Summary of Question 5-8: Race-ethnicity (Mixed Race)
Duplicated count of each major category:

- White/European (plus any other) (30)
- African-American/Black (plus any other) (4)
- Latino/Hispanic (plus any other) (23)
- Asian (plus any other) (6)
- Pacific Islander (plus any other) (3)
- Native American (plus any other) (6)
- Filipino (plus any other) (4)

Overall Comments about Chabot or Survey

Chabot

Parking and Flea Market

- Chabot should take into consideration blocking a section of the parking for students who have classes on sat. (1)
- Every third saturday flea market takes up all the parking space. (1)
- I am satisfied with my 2 1/2 years experience at Chabot college,except on saturdays when there is a flea market I have trouble finding a parking space for my saturday class. (1)
- I love coming to my sat class-but parking on flea market date is impossible have to park out on Yurner street making it very inconvienient. Would be nice to have a section for student parking only near the excercise and weight training room. (1)
- Move flea market to sunday or get it off of P.E. parking lot. (1)
- Nice enviroment. Need more parking Flea Market. (1)
- There should be seperate parking for students on flea market days (1)
- On flea market days students should have priority parking. (1)
- Parking for student during flea market is on (1)
- Students pay for parking stickers and expect spaces. It is very frustration having to pay for parking stickers and the flea market takes alot of spaces. (1)

Counseling/Admissions & Records

- Personal counseling program is poorly ran and organized. (1)
- Administration and Registration could be more friendly to make the process less stressfull for the new students who have to see counselors before applying for class. (1)
- Not effective. Counseling center in general disappointment. (1)

Courses/Programs/Instructors

- I really love the ISLS program (1)
- It would be better for me and other Chabot students if the library were open at eight in the morning on week days for studying only. I can not think of anyone who would like to be at Chabot passed nine in the evening even if they had night class. (1)
- The P.E. classes I have taken (Tai Chi, self defense, circuit training) are wonderful!!!! (1)
- Need coaches that know about that sport (soccer) (1)
- Need newer instructors to replace older outdated ones. (1)
- How they should not be. Need more teachers to teach graphic design courses. A real art gallery one thats working all year long. (1)

Security

- Not enough security visible at night to feel safe walking around campus (1)
- Police the parking lots better, too many auto vadilism,cops are more concerned about parking machine money than students property. (1)
- Securitys bad (2)
- This is such a big school, with a lot of students people need to feel safe whether its employees or students. The enviramental design of the school needs to be looked at lights,phones,ect.... Its nice to see students working security because they are helping to make the campus safer with their presence, night students are a large group of students here. (1)

Other

- Make this school less ghetto! (1)
- Put newer games in the student area , please! (1)

Survey

- Be more spacific with questions (1)
- Overall I like it (1)
- Should ask about parking conditions... They Suck!! (1)
- Some of these questions are out of place. (1)
- Survey too long (5)
- This was a pain. (1)
- Unnecessary waste of time (1)
- You get to personal. (1)
- Need to staple these surveys (1)

Chabot College
Student Satisfaction Survey
Fall 1997

Dear Student,
The purpose of this survey is to understand why you chose Chabot, how satisfied you are with your experiences here, and how we can serve you better. It will take about 20 minutes to complete. We appreciate your honest feedback about your academic and other experiences at Chabot.

I want to assure you this survey is **anonymous** and **confidential**, as we do **NOT** ask for your name or student ID number. Your individual responses will not be available to any instructors or staff, and the results will be reported for groups only. If you have any questions or concerns about this study, please stop by the Office of Institutional Research in Room 231, or call me at 786-6965. Thank you very much for taking the time to give us this feedback.

Carolyn Arnold, Coordinator, Institutional Research

INSTRUCTIONS: Use a #2 pencil and fill in the circle of your answer ***completely***.
Please answer all the questions you can.
If the question does not apply to you, mark "does not apply" or leave blank.

EDUCATIONAL GOALS and REASONS FOR ATTENDING CHABOT

Your main educational goal at Chabot (choose one)	**Highest degree you intend to earn (choose one)**
Personal development (knowledge, GED, English or math skills)	Not seeking a degree/already have one
Job skills or certificate for **current** job/career	High school diploma or GED
Job skills or certificate for **new** job/career	Certificate in occupational program
AA or AS degree	AA or AS degree
Transfer to a four-year college	BA or BS
Other, undecided	Graduate/prefessional (MA, PhD, MD, Law)

When you decided to attend Chabot instead of another college:

How important were the following reasons to attend Chabot?	**Not Important**	**Somewhat Important**	**Very Important**
• Close or convenient to home			
• Close or convenient to work			
• Class schedule fit into my schedule			
• Lower cost than other possible colleges or job training programs			
• Had the major, course, or program I wanted (list:_____)			
• Had other activities I wanted (athletics, music, drama, clubs (list:_____)			
• Friends or family attended Chabot			
• Heard that the academic atmosphere was good at Chabot			
• Heard that the instructors were good at Chabot			
• Heard that the social atmosphere was good at Chabot.			
How important were the following sources of information about Chabot?			
• Local newspaper			
• Local radio			
• Local television			
• Movie theater ads			
• High school advisor or counselor			
• College representative or counselor visit to my high school			
• Class schedule or other college publication			
• Chabot Web site (http://www.clpccd.cc.ca.us/cc)			
• Family or friends			
• Attending events on campus (athletics, drama, music, etc.)			
• Other: _____			

SATISFACTION with CHABOT EXPERIENCES, FACILITIES, and SERVICES

How satisfied are you with your OVERALL EXPERIENCES?	Very Dissatisfied	Dissatisfied	Not sure	Satisfied	Very Satisfied	Does not apply
• Overall experience at Chabot College						
• Overall experience with instructors						
• Overall experience with counselors						
• Overall experience with admissions and records staff						
• Overall experience with other college staff						
• Preparation for transfer to four-year college or university						
• Preparation for obtaining employment in my field of study						
How satisfied are you with the PHYSICAL CONDITION OF THE FACILITIES?						
• Classroom (lecture) facilities						
• Science laboratories (biology, chemistry, geology, physics)						
• Technology laboratories (auto, electronics, drafting, welding)						
• Computer laboratories in library and departments						
• Availability/working order of equipment in labs						
• Art/music/theatre/drama facilities						
• Learning Resouce Center/Library						
• Physical Education facilities						
• Cafeteria						
• Bookstore						
• Maintenance/cleanliness of buildings and grounds						

Please rate your experience and satisfaction with the following Chabot STUDENT SERVICES and PROGRAMS	NEVER HEARD of It	HEARD of it, but NEVER USED It	USED It and It WAS: Not Helpful	Helpful	Very Helpful
Admissions and Registration					
Orientation sessions					
Assessment Testing Center					
Counseling					
Matriculation Office					
Financial Aid Office					
Transfer/Career Center					
Workforce Services Center					
Tutorials Center					
Student computers in library					
Student computer labs in departments					
Student Services Computer Center in Bldg. 2300					
WRAC Ctr. (Writing, Reading Across Curriculum) Rm. 822					
Women's Programs and Services					
Veteran's Services					
Disabled Students Programs and Services (DSPS)					
Extended Opportunity Programs and Services (EOPS)					
PACE Program for Working Adults					
Psychology/Counseling 20					
Intercollegiate Athletics					
Student Activities (i.e., Clubs, Intramural, Special Events)					
Student Government (ASCC)					
College Bookstore					
Food Services					
Campus Safety and Security					

OPINIONS on CAMPUS SAFETY, CAMPUS CLIMATE, COURSE REGISTRATION, and SCHEDULING

Campus safety

The recent incidents of sexual assault at Chabot affected me in the following way(s) (check all that apply):

- Not at all.
- I am more alert and careful.
- I feel less safe at Chabot.
- I feel less welcome at Chabot.
- I am less likely to continue my studies at Chabot.
- I know students who left Chabot because they did not feel safe.

The following changes would or would not help me feel safer at Chabot:	Would NOT help	MIGHT help	Would DEFINITELY help
More lighting			
More phones			
More campus safety officers			
More student cadet officers			
Armed campus police			
More campus awareness of sexism			
More campus awareness of racism			
Other: _____			

Based on your overall experience at Chabot, please tell us whether you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree	Does not apply
Campus Climate						
• Overall, I feel safe at Chabot						
• I feel welcome at Chabot						
• I am treated with respect by faculty and other college staff						
• At Chabot, there is a general respect for differences in: race-ethnicity						
gender						
physical disability						
age						
sexual orientation						
native language						
religion						
• My instructors have graded me fairly and without regard to race-ethnicity, gender, sexual orientation, or other non-academic characteristics						
• Most instructors are willing to spend time outside of class to discuss issues with students						
• Instructors have made special efforts to help me achieve						
• I would encourage others to attend this college						
Admissions and course registration						
• My Chabot application was processed in a reasonable amount of time						
• My counselor(s) gave me useful assistance in selecting courses						
• It was easy to register for classes						
• The courses I need to complete my educational goals are usually available:						
during the <u>semester</u> I need them						
on the <u>days</u> I need them						
at the <u>hours</u> I need them						

• I registered for classes (choose one): in person by phone on the Web via Internet

Scheduling of services and courses

The **HOURS** of the following services have met my needs:	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree	Does not apply
Orientation for new students						
Assessment testing in English, ESL, & Math						
Counseling						
Tutoring						
Chabot Bookstore						
Chabot College Library						
If the Library were open after 9 pm ***for studying only***, I would use it....						

Which of the following DAYS and TIMES are good for you to take classes?

DAY or DAYS	Not Good	OK	Good
• One weekday or eve per week			
• Two weekdays or eves per week			
• Three weekdays or eves per week			
• Four weekdays or eves per week			
• Every day (Monday through Friday)			
• Friday evening			
• Saturday daytime			
• Sunday daytime			

TIMES	Not Good	OK	Good
• Early mornings (before 8 am)			
• Mornings (8-noon)			
• Early afternoons (12-3 pm)			
• Late afternoons (3-6 pm)			
• Evenings (6-10 pm)			

Chabot Distance Education telecourses	No	Maybe	Yes
• I have heard of telecourses at Chabot			
• I have taken a telecourse through Chabot			
• I hope to take a Chabot telecourse in the future			

• If I took a telecourse, I would be able to take the class using (check all that apply):
Video cassettes on my VCR Cable TV Computer (CD ROM or disk) Internet

CHABOT-RELATED ACTIVITIES

At Chabot, besides classes, I also participate in:
- Student clubs
- Student government
- Athletic teams and events
- Music/art/drama productions
- A campus job

Average hours per week studying
- None
- 1-6 hours
- 7-12 hours
- 13-24 hours
- 25 hours or more

Current major (lists are examples only)
- Business (Accntng, Mrktng, Travel, RE, Comp App Sys)
- Health Sciences
- Humanities (Art, Music, Drama, Languages, Philos, Religion)
- Language Arts (English, ESL, Mass Comm, Speech)
- Physical Education
- Science and Math (Astr, Bio, Chem, Geo, Math, Comp Sci, Phys)
- Social Science (AJ, ISLS, Early Chldhd, Soc, Hist, Anth, Rec)
- Technology and Engineering (Auto, Arch, Drftng, Elec, FS, Weld)
- Undeclared/Undecided
- Other:_____

How much conflict do you have between your studies and the following outside pressures?

	No conflict	Some conflict	A lot of conflict
• Overall time pressure			
• Job pressures (time/schedule conflicts)			
• Financial pressures (need money for college/living)			
• Housing problems			
• Transportation problems			
• Childcare problems			
• Family pressure or responsibilities			
• Health or personal problems			

STUDENT STATUS/BACKGROUND/DEMOGRAPHIC INFORMATION

The following questions are necessary in order to determine the types of students who attend Chabot. Your responses will help us interpret the survey results and help justify funding for academic and support services for all types of Chabot students. There is no way that you can be individually identified from this information.

CURRENT STUDENT STATUS

Current enrollment type

- New (first term at any college)
- Continuing (attended Chabot/LPC in Spring 1997)
- Transfer (first time here/attended another college)
- Returning (attended Chabot/LPC before Spring '97)

Number of current units

- Part-time (0.5 to 6 units)
- Part-time (6.5 to 11.5 units)
- Full-time (12 or more units)

Time of current classes

- Day only
- Day and Evening/Saturday
- Evening and/or Saturday only

Number of terms(quarters/sems) at Chabot/LPC

- Less than 2 terms
- 2-3 terms
- 4-6 terms
- More than 6 terms

Highest education level completed

- In first year of college (freshman)
- Other undergraduate levels
- AA/AS degree
- BA/BS degree or higher

CURRENT DEMOGRAPHIC INFORMATION

Age

- 19 or younger
- 20-21
- 22-24
- 25-29
- 30-39
- 40-49
- 50 or older

Gender

- Female
- Male

Do you have a physical disability?

- Yes
- No

Number of paid hours working per week

- None
- 1-20 hours
- 21-34 hours
- 35 hours or more

What is your current annual family income?
(Do not include grants, loans, scholarship;
Include parents only if you are their tax dependent)

- Under $7,500
- $7,500 - $10,999
- $11,000 - $14,999
- $15,000 - $19,999
- $20,000 - $29,999
- $30,000 - $39,999
- $40,000 - $59,999
- $60,000 and over

How many people does this income support?

1 2 3 4 5 6 7 8 or more

STUDENT BACKGROUND

What was your high school GPA (grade point average)?

- 3.50-4.00 (A average)
- 3.00-3.49 (B average)
- 2.50-2.99 (C average)
- 2.00-2.49 (C- or D)
- Below 2.0 (D- or F)

What is the highest level of education of your parents?

Mother Father (or female or male guardian)

- Less than high school
- High school graduate
- Some college
- BA/BS degree or higher

Race-ethnicity

- African-American/Black
- Asian American
- Pacific Islander/Hawaiian
- Filipino
- Chicano/Latino/Hispanic
- Native American/Alaskan Native
- White
- Other:_____
- Mixed Race (please list groups): _____

Was English your first language?

Yes No

Which of the following situations are true for you?

- have custody of child/children under 18
- single parent
- receive public assistance money (AFDC, SSI, etc.)
- displaced homemaker (was homemaker,no paid experience)
- displaced worker (laid off from a paid job)

What best describes your living situation?

- live with parents
- live with other relatives
- live with spouse or partner
- live with friends or house mates
- live alone
- live in shelter/transitional housing/homeless

Do you need childcare services?

- No, I do not need childcare.
- Yes, and I **have used it** at Chabot.
- Yes, but I **have NOT used it** at Chabot because:
  - cost
  - times available
  - other

THANK YOU FOR YOUR FEEDBACK!!

COMMENTS ABOUT CHABOT OR SURVEY: